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ABSTRACT

Designed to help articulate vocational education student progress from one level of training to another and to employment, this health occupations guide lists fifty-nine competencies for patient care and doctors' office work. The format for each competency is (1) task statement, (2) list of conditions and limitations for performance, and (3) criteria of acceptable performance. In a separate section, enabling tasks (activities necessary for developing a job skill) are listed for each competency with the suggestion that they may become daily or weekly lesson plans. A section on student outcomes contains a table correlating thirty-four health occupations job titles with the competency lists and educational requirements and tables correlating the competencies with high school credit and advanced college placement information (specifically for Nebraska programs). Also included are a glossary of terms and two forms: student progress chart and record of individual student skill achievement. (A procedures manual describing the process used to develop the competency lists and providing suggestions for adapting the materials to local situations is available separately, as are parallel competency lists for other curriculum areas--see note.) (KC)

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COMPETENCIES FOR ARTICULATION

HEALTH OCCUPATIONS

U S DEPARTMENT OF HEALTH,
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CE 026 995

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PREFACE

More emphasis than ever is being given to educational competencies. The public is questioning the basic abilities of graduates and is demanding that schools be more accountable for student performance. Educators are determined to give a clear definition of what students are expected to learn.

Although many people are interested in competencies, few seem able to explain what they mean or give specific examples. Staff members of this project can. They have addressed an important problem — articulation between schools — in terms of the competencies students should have.

Defining competencies will not necessarily improve articulation. That improvement demands understanding, trust and cooperation among all concerned. Neither does the definition assume full-fledged, competency-based education — for that requires a complex system for instruction, assessment and certification that takes time to develop.

While these competency statements are not the whole picture, they are a significant achievement. If used properly, they will contribute to both better articulation and improved learning.

Ron Brandt
Executive Editor
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and Curriculum Development
Washington, D.C.

The Competencies for Articulation in this volume represent a significant opportunity for instructional improvement and continuity of program for young men and women preparing for vocations. They are the product of cooperation among secondary and post-secondary educators, working with community representatives. Designed to be only one part of the students' educational experience, they need to be combined with skilled instruction and adequate environment.

Competencies have received much attention in educational literature in recent years. The wide variety of claims for their effectiveness from several sources has tended, sometimes, to either confuse or mislead both the public and professional educators. Experience has taught us that educational improvement cannot be based on a single idea or concept; therefore, these competencies are not the answer to all educational ills. They are, however, a valuable resource for clarifying and validating the instructional process required to produce the skills necessary for today's complex industrial-economic system.

James Travis
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for Instruction
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ACKNOWLEDGEMENTS

The significant contributions of committee members in the development of these materials are greatly appreciated. Members representing three eduational agencies, the Lincoln Public Schools, Educational Service Unit No. 6 and Southeast Community College, combined skills to provide helpful materials for articulation purposes to teachers and administrators.

Persons representing business and industry in Lincoln, Milford and other cities in the Educational Service Unit and the Southeast Community College area also contributed expertise through a series of meetings. Vocational teachers from Lincoln and other communities, although not directly involved in the project, made similar contributions as materials were developed.

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INTRODUCTION

Professional staff members of the Lincoln Public Schools, Educational Service Unit No. 6, and the Southeast Community College have joined with representatives of business and industry in developing these instructional materials.

The educational materials in this guide may be used by administrators, students, and secondary and post-secondary vocational teachers. They are designed to help students move from class to class, grade to grade, secondary studies to post-secondary school or employment. The materials consist of:

1. Student Outcomes
2. Competencies for Job or Advanced Placement
3. Enabling Tasks
4. Glossary of Terms
5. Record of Individual Student Skill Achievement and
6. Class Progress Chart

This information is not limited to a particular vocational course but to a set of competencies. These competencies describe skills necessary for success in initial employment or applicable to advanced placement for educational purposes.

Some schools may be able to provide more opportunities for students to complete competencies and tasks than others. Whatever the case, teachers and administrators will find the materials helpful when planning programs for students and for determining what educational experiences may be made available to them. Students may use the materials to understand and plan the skill developments necessary for employment and additional education.

Teachers and students should keep records of competencies as they develop. Two record forms, one for charting competencies of all students in a class, the other an individual student record, are included in the materials. These records may be used by students and teachers to chart progress toward specific job skills, and as achievement records for presentation with job or post-secondary school applications.

Student Outcomes

Information that will help administrators, teachers and students plan programs at both secondary and post-secondary levels is provided. It applies to:

1. Planning and preparing for job opportunities and placement;

2. Planning and preparing for advanced placement in post-secondary education;

3. Allowing high school credit for previous experience.

"Student outcomes" describe what instruction has prepared a student to do.

JOB OPPORTUNITIES

Many health positions available in the Lincoln community and in surrounding areas are listed along with the Dictionary of Occupational Titles and the Office of Education codes.

Recommended competencies to be developed by students for initial employment are given. Students may use this information to plan and prepare school experiences properly.

Dictionary of Occupational Title Code Number	Office of Education Code Classification	Occupational Title	Competencies Necessary for Initial Employment	Recommended Additional Training
319.677-010		Food Assembler, kitchen	12, 43, 44, 45, 58	
355.677-010		Food Service Washer, hospital	12, 43, 44, 45, 58	
321.137-010	9.02	Housekeeper	6, 12, 43, 46 47, 58	
381.687-010	7.09	Central Supply Worker	12, 38, 39, 40 41, 42, 58	
		Radiology Aide	1, 2, 6, 8, 12, 13, 15, 16, 31, 32, 36, 58	
214.482-018	7.09	Medical Fee Clerk	48 - 59	Medical Terminology
245.362-014		Ward Clerk	48 - 59	Medical Terminology
201.362-014	14.07	Medical Secretary	48 - 59	Medical Terminology
205.362-030		Out patient Admitting Clerk	32, 48, 49, 54, 55, 57, 58, 59	Examination Room Technique, Medical Terminology
079.374-018		Podiatric Assistant	2, 12, 13, 16, 23, 24, 25, 32, 31, 58, 59	Examination Room Technique, Medical Terminology
355.377-014	7.03	Psychiatric Attendant	1-3, 10, 15, 22, 30, 31, 32, 35-37, 58	Hospital inservice
	7.08	Mental Retardation Aide	1-3, 10, 15, 22 30, 31, 32, 35-37, 58	Hospital inservice
355.674-014	7.03	Nurse Aide	1-32, 58	
		Medical Laboratory Aide	6, 12, 18, 19 31, 32, 49, 55, 56, 57	

Additional employment in health occupations is available. The following require additional education and/or training and may also require certification.

This information may be helpful to students in planning health careers.

Dictionary of Occupational Titles Code Number	Office of Education Code Classification	Occupational Title	Competencies Necessary for Initial Employment	Recommended Additional Training
319.137-010	9.02	Food Service Supervisor	12, 43, 44, 45, 58	Additional education, training and experience
187.167-046	9.02	Executive Housekeeper	6, 12, 43, 46 47, 58	Additional education, training and experience
079.361-010		Respiratory Therapist		Successful completion of a 1 or 2 yr. program and credentialing exam
079.371-010	7.01	Dental Assistant	2, 4, 10, 12, 13, 17, 18, 23, 31, 32, 33, 34, 48, 49, 50, 51, 58	Successful completion of 1 yr. post secondary program and certification exam
078.361-010	7.01	Dental Hygenist		Successful completion of 2-4 yr. post secondary program and licensing exam
078.362-026	7.05	Radiologic Technologist	1, 2, 6, 8, 12, 13 15, 16, 31, 32, 36, 58	Successful completion of a 2 year post-secondary program and registry exam
079.367-010	7.09	Medical Assistant	2, 8, 11, 13, 16, 19, 23, 25, 31, 32, 48, 58, 59	Successful completion of a 1 year program and certification exam
205.362-018	7.09	Medical Clerk	48 - 59	Medical Terminology and anatomy physiology
195.267-014		Human Relations or Drug and Alcohol Counselors	1, 2, 10, 15, 30, 31, 32, 35, 36, 58	Successful completion of 2-4 year human services program and certification examination
	7.08	Mental Health Technician	1-3, 10, 15, 22, 30-32, 35-37, 58	Successful completion of 1-2 year human services program or hospital training program
195.227-014		Recreation Leader	31, 32, 35, 36, 58	Successful completion of 1-2 year human services program

Dictionary of Occupational Title Code Number	Office of Education Code Classification	Occupational Title	Competencies Necessary for Initial Employment	Recommended Additional Training
195.267-010		Eligibility Worker	35, 36, 58	Successful completion of 2-4 year human services program
195.367-010		Case Aide	35, 36, 58	Successful completion of 2 years of human services program
355.674-010	9.02	Child Care Attendant, School	2, 7, 10, 15, 30, 31, 32, 35-37, 58	Agency inservice
079.374-022	7.03	Surgical Technician	1, 2, 4, 5, 11-14, 16, 17, 23, 25-27, 31, 32, 36, 38-41, 58	Successful completion of 1 year post-secondary program
354.374-010	7.03	Nurse, Practial	1-32, 58	Successful completion of 1 year post-secondary program and licensing exam
075.374-101	7.03	Nurse, General Duty	1-32, 58	Successful completion of 1 year post-secondary program and licensing exam
078.361-014	7.0299	Medical Technologist	6, 12, 18, 19	Successful completion of 4 year post-secondary program, plus certification examination (optional-recommended)
078.361-014	7.0299	Medical Laboratory Technician (Associate Degree	6, 12, 18, 19, 31, 32	Successful completion of 2 year post-secondary program, plus certification examination (optional-recommended)
078.381-010	7.0203	Medical Laboratory Assistant	6, 12, 18, 19	Successful completion of 1 year post-secondary program, plus certification examination (optional-recommended)

ADVANCED PLACEMENT POLICY STATEMENT

Southeast Community College
Lincoln and Milford Campuses

The College believes that students should be recognized and rewarded for previous educational and occupational experience when that experience results in competence in areas normally addressed by the courses and programs of the College. Advanced standing may be awarded with full credit, up to limits established by each department of the College but not exceeding 30 credit hours. Credits earned in other accredited educational institutions in excess of 30 hours may be accepted by the department.

The College has established the following methods to enable students to gain advanced standing:

CREDIT BY EXAMINATION

Some courses have been identified which may be completed by examination. Testing devices and evaluation procedures will vary according to the course, departmental requirements and the amount of credit being advanced.

To apply for credit by examination, the applicant must have been accepted for admission to the College and have established a transcript. Applications for Credit by Waiver or Examination must be submitted to the department from which credit would be granted.

Applicants for credit by examination must pay the following: 50% of the current per credit hour fee for each credit hour attempted by examination. This fee must be paid prior to the examination.

A "Credit by Examination Notice" will be forwarded to the Campus Registrar for all credit granted by examination. The Registrar will record all credit granted as "Px" (Passed by Examination) on the transcript. No honor points will be awarded and the credit by examination will not be included in the cumulative grade point average (CGPA).

CREDIT BY WAIVER

Some courses and series of courses have been identified which may be waived in meeting program graduation requirements.

Students requesting advanced standing Credit by Waiver must: Complete an Application for Credit by Waiver or Examination and submit the application for evaluation to the department granting the waiver.

Upon completion of the evaluation, submit the application and evaluation to the Campus Registrar for recording on their transcript.

The following entry will be made on the student's transcript for all course credit granted by waiver: "The following program requirements were waived by substituting previous education and/or occupational experience. (list courses waived.) This waiver of program requirements was granted this date _____ by _____ (evaluator) and is in accordance with Department, Campus and Area policies, rules and regulations."

No fee will be charged for advanced credit by waiver.

Credit by Waiver will not be included in calculating student's grade point average (CGPA).

Credit granted by waiver is subject to evaluation by other departments, programs and other institutions and probably would not be accepted as transfer credit by them.

Credit granted by waiver will be contingent upon satisfactory completion of advanced courses.

ADVANCED PLACEMENT

Southeast Community College
Lincoln Campus

Advanced placement in the Health Occupation Education Program of the Lincoln Campus of Southeast Community College will be determined on the basis of competencies which the prospective student demonstrates according to the following:

Students Demonstrating Competency No.	Will Receive SCC Credit In the Amount of	For SCC Course No.	Course Title
1-30	8	8100	Fundamentals of Nursing I
31-32	2	8952	First Aid/CPR
49	3	3071	Typewriting I
50	1	3091	Business Machines/Ten-Key
2, 4, 5, 12, 14, 16, 17, 23, 25	1	8204	Introduction to Surgical Technology

The program supervisor of the Health Occupation Education Program has the responsibility for conducting and evaluating examinations to determine the competency level of students requesting consideration under this agreement.

Examinations used for evaluation purposes will be updated from time to time although every effort will be made to maintain their consistency with the competencies identified in this agreement.

This agreement cannot, however, be considered a contract between Southeast Community College-Lincoln Campus and any prospective student. The Board of Governors of the College reserves the right to make changes in courses required, courses offered, credits waived, credits granted, and in any other matter it deems necessary without revision of this agreement and without notice. Prospective students wishing consideration under this agreement should contact the program supervisor in order to establish and maintain a close working relationship between the College, its program, and the student.

HIGH SCHOOL CREDIT

High school credits are suggested for the competencies. It is the responsibility of each educational agency to determine the level of competency and the amount of credit to be awarded.

Competency	Semester Credit Hours
1-41	20
43-47	2
48	5
49	5
50	1
51	1
52	2½
53	1
54	5
55	1½
56A	½
56B	¼
56C	¼
56D	¼
56E	¼
56F	½
56G	¼

Competencies

A competency consists of three sections or parts that combine to provide a detailed outline of a major task that a student must accomplish to reach one or more previously stated student outcomes. Competencies are described as follows:

a. Task — What the student must do to demonstrate an ability to do the job.

b. Conditions and Limitations — A description of the circumstances under which the student will demonstrate the skill. Usually included are:

   1. time allowance;
   2. tolerances allowed;
   3. references which may be used;
   4. specific tools and materials to be used (common tool lists are generally omitted unless a required usage is to be demonstrated);
   5. work location (if other than school site);
   6. and, other limitations unique to the task.

c. Criteria of Acceptable Performance — Standards described that constitute acceptable performance. These standards must:

   1. be compatible with the task and the condition;
   2. evaluate all components of the conditions;
   3. include the percentage of responses that must be correct if the competency is primarily cognitive;
   4. and, specify the standard for the criteria. This may take the form of a list of criteria, an instructor's checklist, or references to an authoritative manual such as an automotive flat-rate manual.

Represented in the guide are those competencies needed for initial employment. They are not designated or described by grade level. A student may complete all the competencies available at a school if learning capabilities and time permit.

TASK:

To Demonstrate Skill in Making a Hospital Bed

CONDITIONS AND LIMITATIONS:

Given an occupied, an unoccupied, and a surgical hospital bed with a mattress, a pillow, a mattress pad, two large sheets, one draw sheet, one pillow case, and one spread, the student will (1) organize linens in order they are placed on a bed, (2) make the bed, and (3) dispose of soiled linens. Each bed is to be prepared in 15 minutes or less.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Soiled linen removed, checked for personal articles, and placed in laundry bag.
2. Mattress pad placed over the mattress.
3. All linens placed on bed in proper order — mattress pad, large sheet, draw sheet, large sheet, spread and pillow case.
4. Large sheet placed lengthwise with center fold in center of bed. Narrow hem placed at bottom and even with end of mattress. Rough edge of hem placed away from patient. Wide hem tucked under head of mattress and corners mitered. Sides smoothly tucked from top of bed to bottom.
5. Draw sheet placed crosswise on bed with center fold in center of bed with top edge 12" from head of mattress. Edges of draw sheet tucked smoothly under mattress.
6. Spread placed lengthwise with center fold in center of bed. Top of spread placed even with head of bed and rough edge of hem face down.
7. Sheet and spread tucked smoothly under foot of mattress. Bottom corners of sheet and spread mitered together.
8. Pillow case placed on pillow.
9. All linens placed on bed tightly and free of wrinkles.
10. All sheets placed on bed with smooth side of linen to patient.
11. Task completed within time limit.
12. Top sheet and spread cuffed and top linens fan folded to lower **half** of bed on **occupied open bed.**
13. Patient moved to far side of bed and side rail raised before removing linens. Linens layered and tucked smoothly next to patient before having patient roll on side of clean linens on an **occupied bed.**
14. Top sheet and spread cuffed and top linens fan folded to lower **third** on a **surgical bed.**

TASK:

To Demonstrate Skill in Monitoring Vital Signs

CONDITIONS AND LIMITATIONS:

Given a patient, thermometer, stethoscope, sphygmomanometer, patient chart, water and a water soluble lubricant, an alcohol wipe, and a time piece with a second hand, the student will take the patient's (1) temperature orally, rectally, or by axilla, (2) radial pulse, (3) respiration, and (4) blood pressure all in 15 minutes or less and record vital signs on patient's chart.

CRITERIA OF ACCEPTABLE PERF ORMANCE:

1. Thermometer moistened with water and placed under tongue of patient for five minutes for oral temperature, dry thermometer placed under arm for ten minutes for axillary temperature, or a water soluble lubricated thermometer placed into rectum for five minutes.
2. Thermometer wiped from the bulb before use and toward the bulb after use with dry tissue, water, or alcohol wipe.
3. Radial pulse palpated with first two fingers and pulse counted one-half minute and multiplied by two. Irregular pulse counted for one full minute.
4. Rise and fall of chest counted as one respiration; count respirations for one-half minute and multiply by two. Hand rests on wrist during procedure.
5. Arm positioned at level of heart when taking blood pressure.
6. Blood pressure cuff applied smoothly and snugly with lower edge 2" above elbow over brachial artery and brachial pulse palpated with fingers.
7. Ear tips of stethoscope cleansed with alcohol wipe before and after using.
8. Ear tips of stethoscope pointed forward into ears and diaphragm placed over brachial artery.
9. Systolic and diastolic readings obtained using sphygmomanometer and recorded on patient's chart.
10. Vital signs recorded with 100% accuracy.
11. Vital signs determined and recorded on patient's chart within time limit.

TASK:

To Demonstrate Skill in Giving a Complete Bed Bath

CONDITIONS AND LIMITATIONS:

Given a patient in bed, a patient unit, water, face towel, bath towel, wash cloth, bath blanket and laundry bag, the student will (1) bathe the patient, including perineal area, and (2) give back rub while in bed. Task to be completed within 30 minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient covered with a bath blanket.
2. Top bed linen and gown removed and placed in laundry bag.
3. Basin filled half full of warm (110°) water.
4. Towel placed lengthwise under extremities and along back when washing.
5. Trunk and extremities covered except for immediate area being washed.
6. Mitt made using washcloth folded and wrapped around hand with excess tucked under palm of hand.
7. Face and eyes washed with clear water.
8. Body parts cleansed, rinsed and dried in sequence — face and neck, farthest arm, nearest arm, chest, abdomen, farthest leg, nearest leg, back, buttocks, perineal and rectal area.
9. Hands or feet of patient immersed in basin of bath water while extremity is being washed.
10. Water changed before back is washed.
11. Patient positioned 6 to 9 inches from edge of bed closest to student with neck, back and buttocks exposed.
12. Lotion poured to student's hand and applied to exposed area beginning at lumbosacral area, going up back close to spine over shoulders, and back down outer aspect of back using long firm motions for period of 3 to 5 minutes. Circular motions used over any bony prominences.
13. Clean gown placed on patient.
14. Task completed within time limit.

TASK:

To Demonstrate Skill in Pre-operative and Post-operative Care

CONDITIONS AND LIMITATIONS:

Given a patient confined to bed, equipment and supplies necessary for Competencies No. 2 — Vital Signs; No. 3 — Bed Bath; No. 8 — Offering Bedpan/Urinal; No. 10 — Oral Hygiene; No. 16 — Moving Patient to Bed and Stretcher; No. 22 — Intake-Output; and a pre-operative check list, the student will (1) prepare the patient for surgery (2) prepare the unit for the patient's return from surgery, and (3) safely care for the patient during recovery.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Vital signs monitored, reported, and recorded as described in Competency No. 2.
2. Patient bathed as described in Competency No. 3.
3. Oral hygiene performed as described in Competency No. 10.
4. Any dentures, bobby pins, nail polish, prosthesis, jewelry, cosmetics and hair pieces removed.
5. Patient offered bedpan/urinal before pre-operative medication is given, as described in Competency No. 8.
6. Side rails placed in up position.
7. Patient identification bracelet compared to chart prior to patient being assisted to stretcher.
8. Pre-op check list reviewed for completeness and signed.
9. Patient assisted to stretcher before surgery and to bed after surgery as described in Competency No. 16.
10. Post-operative bed prepared after patient moved to surgery as described in Competency No. 1.
11. Following equipment placed at bedside: stethoscope, sphygomomanometer, emesis basin, IV stand.
12. Vital signs monitored, reported and recorded every 15 minutes as described in Competency No. 2, as required by instructor/supervisor.
13. Changes in dressings, drainage tubes and IV infusion observed and reported.
14. Intake and output recorded as described in Competency No. 22.

TASK:

To Demonstrate Skill in Preparing the Skin by Thorough Cleansing and Removal of Hair

CONDITIONS AND LIMITATIONS:

Given a patient, a patient unit, disposable prep kit, portable lamp, bath towel, wash cloth and bath blanket, the student will cleanse and shave a small area on leg or wrist area.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient covered with bath blanket.
2. Lower leg or wrist exposed.
3. Prep kit directions followed to assemble equipment.
4. Portable light adjusted to shine directly on area of leg or wrist.
5. Leg or wrist area cleansed thoroughly with soap sponge from prep kit.
6. Leg or wrist area shaved, beginning at far side, working to near side, using short firm 2 to 3 inch strokes in direction of hair growth.
7. Leg or wrist area rinsed with water and wash cloth and dried with towel.

TASK:

To Demonstrate Skill in Performing Strict Isolation Techniques

CONDITIONS AND LIMITATIONS:

Given a patient, a patient isolation unit, a laundry hamper, a food tray and an isolation cart containing gown, mask, gloves, paper towels, paper sacks, plastic bags, tissues, tape, and a patient's personal care items (bedpan, pitcher, thermometer), the student will (1) set up a strict isolation unit, (2) monitor and report a patient's temperature, (3) serve the patient a r eal, and (4) dismantle the isolation unit.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Double hand wash technique used as described in Competency No. 12.
2. Watch placed in plastic bag.
3. Mask well secured covering both nose and mouth.
4. Mask strings, gown neck band and neck strings touched when removing the gown or mask, and hands washed before touching.
5. Outside of gown not touched by skin and clothing of the student.
6. Back of gown overlapped.
7. Isolation cart containing gown, mask, gloves, tape, paper towels, paper sacks, and plastic bags placed outside patient unit.
8. Cuffs of sleeves covered by gloves.
9. Gloves removed without touching bare hand to outside of glove.
10. Hands washed 1½-2 minutes before putting on gown during care of patient, and before removing gown as described in Competency No. 12.
11. Gown worn only while in patient unit.
12. Contaminated linen folded inwardly.
13. Contaminated linen placed in laundry bag and disposable articles placed in plastic bag and taped shut inside unit, then placed into another bag outside the isolation unit without contaminating the outside environment.
14. All items labeled as "isolation" on outside of bags when going outside of unit.
15. All articles within the unit disinfected when exiting and/or dismantling the isolation unit.
16. Door closed except when entering and exiting.
17. Patient's temperature monitored and reported as described in Competency No. 2.
18. Food transferred from person outside strict isolation unit to student inside unit without touching one another.

TASK:

To Demonstrate Skill in Giving Food and Fluids to Helpless and Non-helpless Patients

CONDITIONS AND LIMITATIONS:

Given a patient, proper nutrients prescribed by doctor, food tray, plate, eating utensils, napkin, towel, drinking glass, over-bed table, drinking straw, breck feeder and bedpan/urinal, the student will give nourishment to (1) a helpless patient, and (2) a non-helpless patient. Task to be completed within 30 minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient provided bedpan/urinal as described in Competency No. 8 before eating.
2. Patient's hands and face washed by patient or student before and after eating.
3. Patient's name, room number, and diet on the tray checked by student with patient identification and patient care plan.
4. Bedding and/or clothing protected with towel or napkin.
5. Foods cut up, liquids poured and placed in easy access of patient.
6. Helpless patient fed immediately and slowly, conversation restricted.
7. Helpless patient fed liquids from spoon or breck feeder on unaffected side of mouth.
8. Patient allowed to assist in holding drinking utensils and finger foods.
9. Intake-output and amount of food recorded as described in Competency No. 22.
10. Task completed within time limit.

TASK:

To Demonstrate Skill in Placing and Removing Bedpan

CONDITIONS AND LIMITATIONS:

Given a patient confined to bed, call light, bedpan, cover, toilet tissue, wash cloth or towelette and towel, the student will (1) place patient on bedpan, (2) remove bedpan, and (3) cleanse patient and bedpan.

CRITERIA FOR ACCEPTABLE PERFORMANCE:

1. Metal bedpan warmed with warm water.
2. Gown and bed linens kept clear of bedpan.
3. Patient turned on side to place and remove bedpan.
4. Head of bed elevated to Mid-Fowlers after giving bedpan and lowered to Low Fowlers after bedpan removed.
5. Toilet tissue and call light placed within reach of patient.
6. Patient checked within 10 minutes after being placed on bedpan.
7. Bedpan covered immediately following removal.
8. Bedpan emptied and rinsed with cold water.
9. Towel and wash cloth or towelette offered to patient.

TASK:

To Demonstrate Skill in Providing Post Mortem Care

CONDITIONS AND LIMITATIONS:

Given a mannequin in bed with soiled dressings and a urinary catheter, clean sheet, paper bag and identification band, the student will prepare the body (mannequin) for the mortuary.

CRITERIA FOR ACCEPTABLE PERFORMANCE:

1. Body placed in back-lying position.
2. Jewelry and personal belongings removed, placed in paper bag, and identified by name.
3. Identification band with name of patient placed on body (mannequin).
4. Patient covered with clean sheet from shoulders down, including feet.
5. Soiled dressings and urinary catheter left on mannequin.

TASK:

To Demonstrate Skill in Assisting the Patient With Oral Hygiene

CONDITIONS AND LIMITATIONS:

Given a helpless patient in bed, a patient unit, an emesis basin, lemon-glycerin soaked applicators, padded tongue blades, drinking glass, dentures, gauze, paper towel, tooth brush, dentifrice, mouthwash solution, face towel, tissues, and a denture cup, the student will (1) brush patient's dentures, (2) brush teeth, and (3) cleanse mouth of helpless patient.

CRITERIA FOR ACCEPTABLE PERFORMANCE:

1. Equipment placed on over-bed table of helpless patient.
2. Dentures placed in emesis basin padded with gauze and paper towel.
3. All denture surfaces brushed with dentifrice, rinsed with cold water, placed in denture cup and immersed with mouthwash solution.
4. Patient's head turned toward student.
5. Towel and emesis basin placed under chin of patient.
6. Padded tongue blade used to hold mouth of patient open.
7. Teeth, tongue, and inner surface of patient's mouth cleansed using rotary motion with lemon-glycerin soaked applicators covering all surfaces.
8. Patient's mouth and chin wiped with tissues.

TASK:

To Demonstrate Skill in Applying Binders

CONDITIONS AND LIMITATIONS:

Given a patient, a scultetus, a velcro, and a T-binder and safety pins, the student will apply (1) a scultetus, (2) a velcro, and (3) a T binder, each in five minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Binders centered under patient in area to be supported with equal lengths of binder on each side of patient. Velcro binder attached velcro to velcro.

2. Tails of scultetus binder placed with innermost tail at the bottom and the smooth side of binder to patient. Each tail alternately folded obliquely across trunk and each tail tucked smoothly with no loose ends showing. Final tail pinned securely at the top with safety pin. Safety pins inserted horizontally to secure binder.

3. Belt of T-binder placed around patient's waist and fastened with safety pin in front. Tail of T-binder centered at middle of back, then brought through between legs and fastened securely at waist with safety pin.

4. Task completed within time limit.

TASK:

To Demonstrate Skill in Performing Medical Asepsis

CONDITIONS AND LIMITATIONS:

Given a patient unit, time piece, antimicrobial soap, basin with disinfectant solution, clothes hamper, emesis basin, a thermometer, one pint of 70% alcohol, two cleaning cloths, paper towels, nail file, waste receptacle, the student will (1) wash hands using double hand wash technique for two minutes, (2) clean a soiled unit, (3) clean and disinfect a clinical thermometer.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Hands and wrists moistened with warm water and lathered with antimicrobial soap including between fingers and three to four inches above wrist using rotary or circular motion and friction.
2. Hands and wrists washed, rinsed, washed, rinsed and dried in sequence; all soil removed from under nails using nail file between washings. Sequence completed within two minutes.
3. Bar of soap rinsed after using.
4. Hands held so water flows from wrist to finger tips while washing, rinsing and drying.
5. Student positioned at least six inches from sink while completing task.
6. Faucets turned off with paper towel.
7. Soiled linen removed from bed and placed in hamper.
8. Basin with disinfectant solution and two cleaning cloths placed on bedside table or over-bed table.
9. All surfaces of patient unit washed using rotary or circular motion with disinfectant solution and dried placing clean surfaces against clean surfaces and dirty against dirty.
10. Thermometer washed with soap using circular motion and rinsed with water.
11. Thermometer placed in emesis basin filled with enough 70% alcohol to cover thermometer and left to soak for 10 minutes.

TASK:

To Demonstrate Skill in Positioning a Patient

CONDITIONS AND LIMITATIONS:

Given a patient, a patient unit, four pillows, two bath blankets, a foot board, two stirrups, the student will place the patient in (1) dorsal, (2) recumbent, (3) Sims, (4) prone, (5) knee-chest, (6) lithotomy, and (7) anatomical positions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Supine Dorsal (back-lying)

   a. Patient positioned on back with face upward, arms along sides of body.
   b. One pillow placed under head and shoulders and one pillow placed lengthwise under lower portion of each arm and hand. Feet separated 4 to 6 inches with toes pointed to ceiling.
   c. Foot board placed against feet with trochanter roll placed against sides of hips.

2. Recumbent (back-lying with hips and knees flexed)

   a. Patient positioned on back.
   b. Feet separated 12 to 18 inches and knees together and raised until feet are flat on bed.

3. Sims (side-lying)

   a. Patient placed on side with hips and shoulders in straight alignment.
   b. One pillow placed under head and one pillow placed under upper arm, arms flexed with hands clasped around a pillow.
   c. Lower leg flexed slightly and upper leg flexed sharply.
   d. Top leg supported with one pillow, pillow between legs extending to include knee and foot.
   e. One pillow placed lengthwise against back and folded under tightly to support back.

4. Prone (face-lying)

   a. Patient placed on abdomen, head to side, with arms along sides of body, or arms flexed upward toward head with palms flat on bed surface; arms at sides of body with palms downward for radiology exam.
   b. Feet separated 4 to 6 inches.
   c. Folded bath blanket under chest.
   d. One pillow placed under lower portion of legs.
   e. Toes off mattress.

5. Knee-Chest

   a. Patient placed on abdomen with head on side.
   b. Hands on either side of head with elbows bent.
   c. Upper portion of chest flat on bed.
   d. Knees separated 12 to 18 inches and flexed sharply with lower portion of legs flat on bed.

6. Lithotomy

   a. Patient placed on back with knees flexed acutely.
   b. Arms placed at sides of body or over chest.
   c. Buttocks placed over break or edge of table.
   d. Feet supported in stirrups placed at 45° angle from table.

7. Anatomical Position for Radiology Exam

   a. Patient standing
   b. Arms placed at sides with palms forward.
   c. Feet and head straight ahead.

TASK:

To Demonstrate Skill in Positioning a Patient for Surgery

CONDITIONS AND LIMITATIONS:

Given a patient, a bed or surgical/examination table, a double and a single armboard, a restraint strap, two sandbags, two bath blankets, one lift sheet, two pillows, two strips of 3" adhesive tape 1 yard long, two chest rolls, one hip roll and two stirrups, the student will place the patient in (1) supine, (2) prone, (3) lateral, and (4) lithotomy positions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Supine (back-lying)

   a. Patient positioned on back with arms along sides, palms down.
   b. Lift sheet placed over arms and tucked under the table pad.
   c Restraint strap placed over legs above knees, firmly not tightly.

2. Prone (face-lying)

   a. Hip roll placed on the table where hips will be, two pillows placed where the ankles will be, chest roll placed where the chest will be.
   b. Patient positioned on abdomen over specific rolls after anesthetized in supine position.
   c. Restraint strap placed over legs above knees, firmly not tightly.

3. Lateral (side-lying)

   a. Patient positioned on side with one side up after anesthetized in supine position.
   b. Lower leg flexed at 90° angle, upper leg straight.
   c. One pillow placed between thighs and knees, and another pillow placed between lower legs and ankles.
   d. Sand bags placed on each side of patient at waist.
   e. One strip of adhesive tape placed over shoulder and another strip over hips.
   f. Arms placed on double armboard padded with bath blankets.
   g. Restraint strap placed over legs above knees, firmly not tightly.

4. Lithotomy

   a. Patient positioned on back, one arm placed on single armboard and other arm across chest, then secured by folding gown up around chest.
   b. Buttocks placed over the break in the table.
   c. Both legs placed in stirrups at the same time.

TASK:

To Demonstrate Skill in Assisting Patient With Ambulation

CONDITIONS AND LIMITATIONS:

Given a patient, a bed, and a wheel chair, walker, walking belt and cane, the student will assist the patient to (1) dangle, (2) to get out of bed into wheel chair, (3) to walk, and (4) return to bed.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Dangling (from lying to sitting position)

   a. Patient placed on back at side of bed closest to student.
   b. One arm of student placed under patient's shoulder and around upper back.
   c. Patient's hands placed around student's shoulders.
   d. Student's opposite arm placed under patient's knees.
   e. Patient rotated until lower portion of legs are over side of bed and patient is in sitting position.

2. Out of bed into wheel chair

   a. Wheel chair placed parallel to bed with wheels locked and foot plates up.
   b. Student faces patient and patient's hands placed on student's shoulders.
   c. Student places hands under arms of patient on rib cage or at waist.
   d. Patient assisted to standing position with student's knee placed in front of patient's knee to control patient.
   e. Patient rotates so back of patient is toward chair with back of patient's legs touching chair.
   f. Patient's hands placed on arms of chair.
   g. Student places one arm around patient's shoulder and one arm around patient's waist, lowering patient into chair while placing knee in front of patient's knee.
   h. Foot plates adjusted.

3. Ambulating

   a. With another person

      1) Student places nearest arm around patient's waist; patient's nearest arm held securely with opposite hand.
      2) Patient and student walk side by side.

   b. With walker or cane

      1) Student assists the patient on the weak side to walk with walker. Cane is held in opposite hand to weak extremity.
      2) Hips controlled by use of a walking belt, one hand of student placed on walking belt, the other hand on patient's shoulder.
      3) Legs and walker or cane advanced in sequential manner, walker/cane, weak leg, good leg.
      4) To sit down in chair, the student assists the patient to walk all the way around in walker or with cane so that patient's back is to the front of the chair.
      5) Patient walks backwards until back of knees touch front of chair, then patient reaches back with both hands to arm of chair and sits slowly down.
      6) Chair should be firm, wheel chair should be locked.
      7) Cane or walker height adjusted so that 10 to 20 degree bend at patient's elbows.

4. Return to bed.

a. Back of patient towards side of bed.
b. Patient's hands placed on bed.
c. Student places hands under arms of patient on rib cage and patient lowered to sitting position on edge of bed.
d. One arm of student placed under patient's shoulder and around upper back.
e. Student's opposite arm placed under patient's knees.
f. Patient rotated until legs are flat on bed.

TASK:

To Demonstrate Skill in Moving Patient in Bed and to Stretcher

CONDITIONS AND LIMITATIONS:

Given a helpless patient, a bed, a stretcher, and two assistants, the student will (1) lift and move a patient in bed, and (2) lift the patient to a stretcher.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient positioned on back.
2. Pillow removed from under head and placed at head of bed.
3. Student places one arm under patient's shoulders and other arm under small portion of patient's back.
4. One assistant places one arm under patient's back next to arm of student and other arm placed under thighs.
5. Student and assistant together move patient toward head of bed with trunk of body centered on draw sheet and to side of bed nearest student.
6. Draw sheet loosened and rolled to sides of patient.
7. Stretcher positioned parallel to bed with student and one assistant on stretcher side and one assistant on side of bed.
8. Student reaches over stretcher and places one arm under head and shoulders and opposite hand grasps rolled draw sheet.
9. Student directs assistant on side of stretcher to reach over stretcher and place one arm under knees of patient and the opposite hand grasps rolled draw sheet.
10. Student directs assistant on side of bed to reach across bed and grasp edge of rolled draw sheet — one hand at shoulder level of patient and the opposite at level of patient's hips.
11. Patient lifted to stretcher on signal of student.

TASK:

To Demonstrate Skill in Assisting with a Physical Exam

CONDITIONS AND LIMITATIONS:

Given a patient, one assistant, an examination table, a bedside table, a flashlight, one pair rubber gloves, percussion hammer, tongue depressor, emesis basin, tissue, opthalmoscope, otoscope, sphygmomanometer, stethoscope, nasal, vaginal, and rectal speculum, lubricant, bath blanket and large towel, the student will assist with a physical examination.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Gown removed, patient draped with bath blanket covering trunk of body and legs.
2. Chest covered with towel while abdomen and back being examined.
3. Patient positioned for dorsal, knee-chest, and recumbent positions as described in Competency No. 13.
4. Instruments handed to examiner in sequence: opthalmoscope, otoscope, nasal speculum, tongue depressor, stethoscope, sphygmomanometer, percussion hammer, rubber gloves, lubricant, and vaginal and rectal speculum. Tissues and emesis basin placed near patient.
5. Soiled equipment and instruments cleaned as described in Competency No. 12.
6. Time, data, and extent of examination recorded.

TASK:

To Demonstrate Skill in Collecting Specimens

CONDITIONS AND LIMITATIONS:

Given a urinal with hypothetical urine, a bedpan with hypothetical stool, specimen bottle with lid, sterile urinary retention catheter, 3cc syringe and 25 gauge needle, feces specimen container with lid, sputum specimen container with lid, a patient's chart, tongue blades, tissues, labels and requisitions, the student will (1) collect a (a) voided urine specimen, (b) urine specimen from a catheter, (c) stool specimen, and (d) sputum specimen and (2) record information.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Specimen container labeled with patient's name, room number, admission number, type of specimen and collection time and date.

2. Urine specimen poured from urinal into labeled specimen bottle with cover.

3. For urine specimen from catheter, specimen obtained with sterile syringe and needle, needle inserted into drainage prong of catheter at a 45 detree angle, after cleansing the prong with alcohol wipe. One to two cc of urine aspirated from catheter, and transferred to specimen container.

4. Stool specimen removed from bedpan with tongue blade and placed in labeled feces container with lid.

5. Sputum specimen expectorated into sputum collection container with cover.

6. Time, type of specimen, amount of color recorded on patient's chart.

7. Hands washed using double hand washing technique as described in Competency No. 12.

TASK:

To Demonstrate Skill in Testing Urine for Glucose and Acetone

CONDITIONS AND LIMITATIONS:

Given a urine specimen, clinitest and acetest tablets, diastix, water, clinitest set, color chart, paper towel, and a time piece with second hand, the student will (1) check the urine with (a) clinitest, (b) acetest, and (c) diastix, (2) clean equipment, and (3) report and record within ten minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Clinitest

   a. Five drops of urine and ten drops of water placed in test tube.
   b. Clinitest tablet poured into bottle cap and tablet dropped into solution.
   c. Test tube shaken 15 seconds after bubbling stops.
   d. Reaction compared with the color chart and recorded and reported.
   e. Test tube and dropper rinsed and test tube stored upside down in clinitest container.

2. Acetest

   a. Acetest tablet poured into bottle cap and dropped on paper towel.
   b. One drop of urine dropped on tablet.
   c. Results compared with color chart in exactly 30 seconds and recorded and reported.

3. Diastix

   a. Diastix dipped into urine specimen, and excess urine tapped from stick.
   b. Diastix read in 15 seconds for acetone and 30 seconds for glucose.

4. Task completed within time limit.

TASK:

To Demonstrate Skill in Giving a Cleansing Enema to a Patient

CONDITIONS AND LIMITATIONS:

Given a patient (mannequin), a patient unit, enema set (including container, tubing, bed protector, tip, and clamp), bath thermometer, measuring pitcher, solution, lubricant, tissue, and cover, the student will (1) give the patient an enema and (2) clean equipment within 30 minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Clamp closed on tubing.
2. Solution prepared at 105-110 degrees and poured into enema container.
3. Air expelled from tubing and rectal tip lubricated.
4. Equipment covered and placed on bedside table.
5. Patient covered with bath blanket.
6. Patient placed on left side as described in Competency No. 13. For three maneuver enema, patient moved from left side, to back, to right side, to back.
7. Bedpan and tissue placed on chair and bed protector placed under patient.
8. Anal opening exposed and patient encouraged to take deep breaths while tube is inserted.
9. Lubricated tip inserted 3-4 inches.
10. Clamp opened and can elevated 6 to 18 inches above the level of anus.
11. Clamp closed when solution reaches level of outlet on enema can.
12. Patient placed on bedpan as described in Competency No. 8.
13. Equipment rinsed with cold water.
14. Task completed within time limit.

TASK:

To Demonstrate Skill in Irrigating the Colostomy of a Patient

CONDITIONS AND LIMITATIONS:

Given a patient (mannequin) with a colostomy, a patient unit, an IV stand, an irrigating set (including bag, tip, clamp, and irrigating sleeve) bed protector, bath thermometer, measuring pitcher, solution and lubricant, the student will (1) irrigate the colostomy, (2) give stoma care, and (3) clean the equipment.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Bed protector placed under patient and patient turned on bed towards stoma or patient in sitting position in bathroom.
2. Bedpan and tissue placed on chair when irrigating stoma of patient in bed.
3. Belt placed around patient and fastened to irrigating sleeve; a sleeve positioned over stoma.
4. Lower portion of irrigating sleeve placed into bedpan or bathroom stool.
5. Appliance over stoma removed and placed in plastic bag, and bag closed.
6. Clamp closed on irrigating container, solution poured into container and container placed at shoulder level on IV stand.
7. Air expelled from tubing and rectal tip lubricated.
8. Rectal tip inserted 3-4 inches into stoma through irrigating sleeve.
9. Clamp opened allowing solution to flow into stoma.
10. Clamp closed when solution reaches level of outlet on irrigating bag.
11. Equipment rinsed with cold water.
12. Stoma area cleansed with soap and water and clean appliance applied.

TASK:

To Demonstrate Skill in Measuring and Recording a Patient's Daily Intake and Output of Fluids

CONDITIONS AND LIMITATIONS:

Given an intake and output sheet, time piece, food tray (containing milk carton, dish of gelatin, water glass, cup of coffee, glass of juice) and measuring pitcher, the student will (1) compute and (2) record amount and time of intake of one breakfast, which includes coffee, milk, juice and gelatin and output of one voiding (water in bedpan).

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Urine (water) poured from bedpan to measuring pitcher and amount of liquid measured and recorded on intake and output sheet. Recording to be accurate within 25 cc's/ml's.

2. Fluid intake measured from remainder of coffee cup, glass of juice and glass of milk and dish of gelatin computed and recorded accurately on intake and output sheet. Recording to be accurate within 25 cc's/ml's of liquid and estimated amount of solid food remaining.

3. Time of intake and output recorded on intake and output sheet.

TASK:

To Demonstrate Skill in Applying an Elastic Bandage and a Pair of Elastic Stockings

CONDITIONS AND LIMITATIONS:

Given a patient, a patient unit, an elastic bandage roll 3" wide, clips and an elastic hip-length stocking (TED), the student will (1) apply an elastic bandage to the foot and leg using (a) circular, (b) spiral, and (c) figure of eight turns, and will (2) apply an elastic stocking to the patient. Bandage and stocking applied within 15 minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Elastic Bandage

   a. Bandage applied to foot starting with two circular turns, one completely overlapping the other.
   b. Bandage continued on the foot using spiral turns, overlapping each previous turn by half the width of the bandage.
   c. Figure of eight turn applied at the ankle joint; bandage wrapped diagonally across behind the joint, straight across above and in front of the joint, and diagonally across behind the joint again to form a figure eight on the front of the joint; sequence repeated until joint covered. The bandage continued up the leg using spiral turns.
   d. Finishing end of bandage secured with metal clips.
   e. Task completed within time limit.

2. Elastic Stocking

   a. Stocking turned inside out.
   b. Inverted foot of stocking stretched over foot with heel of stocking covering patient heel. Stocking stretched over remainder of leg uniformly with gusset positioned at inner aspect of leg.
   c. Task completed within time limit.

TASK:

To Demonstrate Skill in Applying Heat and Cold Safely

CONDITIONS AND LIMITATIONS:

Given a patient, patient unit, hot tap water and hot water bottle, crushed ice, ice cap, pitcher, mineral oil, distilled water, hydrocollator machine, 2 chempacks, 2 plastic pieces, 2 bath towels, 1 ice cap cover, 1 hot water bottle cover, 3 bath blankets, aquamatic pad and unit, and bath thermometer, the student will (1) prepare a hot water bottle and ice cap, (2) position patient and apply chempacks, and (3) prepare and apply unsterile moist packs to patient.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Ice Cap

   a. Ice cap filled half full with crushed ice from pitcher.
   b. Stopper screwed on securely with no leakage and no air in ice cap.
   c. Ice cap covered with ice cap cover.

2. Hot Water Bottle

   a. Hot water bottle filled one-half full with 120° tap water from pitcher.
   b. Hot water bottle closed securely with no leakage and no air.
   c. Hot water bottle covered with hot water bottle cover.

3. Chem Packs

   a. Patient positioned on side or on abdomen.
   b. Bath blanket folded lengthwise, 10-16 layers in thickness and placed along back of patient leaving 6"-8" ledge of bath blanket on bed.
   c. Two chempacks removed from hydrocollator machine; each pack placed against patient's back on small ledge of bath blanket.
   d. One bath blanket placed on other side of chempacks with pillow positioned on side away from patient.
   e. Water temperature in hydrocollator machine 160° F.

4. Unsterile Moist Packs

   a. Aquamatic unit placed on over-bed table/bedside stand, filled with distilled water to water level mark, plugged into electrical socket, switch turned on and temperature dial set at 105 degrees.
   b. Dry bath towel, aquamatic pad, and plastic sheet placed under patient's lower leg in sequence with dry bath towel on bed.
   c. Lower leg coated with mineral oil.
   d. One bath towel moistened in bath basin of 105-110 degree tap water, wrung out, wrapped smoothly around lower leg and followed by plastic sheet, aquamatic pad, and dry bath towel wrapped in sequence around moistened towel on lower leg.
   e. Outer dry towel secured with tape.

TASK:

To Demonstrate Skill in Preparing and Utilizing Sterile Supplies

CONDITIONS AND LIMITATIONS:

Given disinfectant solution, a hemostat, a sink, an autoclave, 1 gallon of distilled water, two double thickness muslin wrappers 12" × 12", autoclave reactor tape, three sterile towels in stainless steel container with lid, dry sterile lifting forceps in double sterile wrap, and one pair sterile rubber gloves, the student will (1) cleanse, disinfect, wrap and sterilize a hemostat, (2) set up a sterile tray with three sterile towels and one sterile hemostat while using lifting forceps, and (3) put on a pair of sterile rubber gloves.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. After opening hemostat, instrument cleansed by rinsing with cold water, then washed with disinfectant solution, then rinsed with water and dried. Hemostat then wrapped in double thickness muslin with four corners fanfolded to center in proper sequence so when opened sterile field is not crossed. Package rewrapped in same manner and secured with 2-inch piece of reactor tape placed across last fanfolded corner. Tape dated and initialed.

   Autoclave operated using instructions provided by manufacturer of autoclave. Package cooled and dried and reactor tape checked for black lines to indicate sterility.

2. Lid of stainless steel container removed and held in downward position above waist. Lifting forceps from sterile wrap handled with sterile forcep tips in downward position, towel grasped on corner, lifted up and out of container, then lid placed back on container quickly. Other lengthwise corner of towel grasped by free hand and towel placed on tray far side first, then near side. Second towel placed on tray directly over first towel in same manner as first towel.

   Hemostat from sterile package placed on tray without contaminating sterile field.

   Sterile tray covered with third towel removed from container in same manner as towels one and two and placed on tray, nearside to farside.

3. Sterile glove package opened without contaminating the sterile field. First glove grasped at folded cuff by hand and placed on other hand as far as possible. Fingers and thumb of gloved hand slid under cuff of other glove and other hand inserted in glove as far as possible. Gloved hand to gloved hand used to turn back cuffs.

TASK:

To Demonstrate Skill in Performing a Surgical Handscrub

CONDITIONS AND LIMITATIONS:

Given a sink, a sterile scrub brush, antimicrobial soap, fingernail file, and sterile towel, the student will scrub hands and arms to three inches above elbow. Task to be completed in five minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Water adjusted to warm temperature.
2. Hands and arms moistened under running water and lathered with antimicrobial soap including between fingers and to three inches above elbow using rotary or circular motion and friction.
3. Hands and arms rinsed, washed, rinsed, and dried in sequence, all soil removed from under nails using nail file between washings.
4. Nail file rinsed after using and replaced into dispenser.
5. Hands held so water flows from fingertips to elbows while washing, rinsing, and drying.
6. Hands scrubbed with scrub brush secured from sterile container to which antimicrobial soap is applied or has been impregnated.
7. Fifteen strokes used for each sequence of scrubbing; nails, four surfaces of fingers, back of hands, palm of hands, low forearm, mid forearm, and to three inches above elbow on each extremity.
8. Fingers scrubbed in a sequential manner, starting with little finger, and ending with thumb, covering four surfaces, front, side, back, and side.
9. Student positioned at least six inches from furniture while performing tasks.
10. Sterile towel picked up and unfolded without touching any other objects, and held at arms length.
11. Student bending at waist so other end of towel is not touching clothing.
12. With towel folded in half lengthwise, each extremity dried in sequential manner, fingers, hand, wrist, low forearm, mid forearm, and elbow to three inches above.
13. One half of towel used for each extremity, moving arm instead of towel during drying process.
14. Towel dropped into receptacle on floor after drying completed.
15. Task completed within time limit.

TASK:

To Demonstrate Skill in Admitting, Trasferring, and Dismissing a Patient

CONDITIONS AND LIMITATIONS:

Given a patient, a patient unit, a clinical thermometer, and identification bracelet, patient gown, sphygmomanometer, stethoscope, watch with second hand, specimen bottle with label, patient chart, scale, envelope for valuables, wheelchair, play money and written dismissal permit, the student will (1) admit, (2) transfer, and (3) dismiss a patient.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Covers fanfolded to foot of bed.
2. Patient's identification bracelet compared with patient chart when admitting, transferring and dismissing.
3. Patient provided name of student and oriented to use of call system, bed, and bathroom facilities, when admitting or transferring.
4. Gown placed on patient with ties in back.
5. Money placed in valuables envelope, all personal belongings listed.
6. Bedpan or urinal offered for urine specimen on admission.
7. Vital signs monitored as described in Competency #2 on admission.
8. Weight and height measured and recorded on patient chart on admission.
9. Time and date of admission, transfer and dismissal recorded on patient chart.
10. Charge nurse (instructor) notified of admission, transfer and dismissal.
11. Personal belongings and equipment assembled for transfer or dismissal.
12. Chart checked for transfer or dismissal orders.
13. Patient dismissed by wheelchair from patient unit.

TASK:

To Demonstrate Skill in Providing Perineal Care

CONDITIONS AND LIMITATIONS:

Given a patient (mannequin) in bed, gown, patient unit, wash cloth, peri bottle/pitcher 105° water, bed protector, the student will demonstrate skill in providing perineal care to a female or male patient.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient positioned on bedpan in recumbent position as described in Competency No. 8 and Competency No. 13.

2. Perineal area washed with wash cloth using firm downward strokes from pubis toward anus. Labia separated on female or foreskin retracted and penis and scrotum washed on male. Clean part of washcloth used after each downward stroke.

3. Entire genitalia rinsed by squeezing peri bottle or pouring pitcher of water over area or washing with wash cloth and dried with towel from front to back.

4. Bedpan removed, patient placed on side, buttocks separated, and anus and surrounding area washed, rinsed, and dried.

TASK:

To Demonstrate Skill in Giving Catheter Care

CONDITIONS AND LIMITATIONS:

Given a patient (mannequin) in bed with a catheter inserted in urinary meatus and connected to continuous urinary drainage, patient unit, betadine solution, two applicators, ointment, drainage tubing, catheter bag, safety pin and rubber band, the student will give the patient catheter care.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Catheter cleansed with betadine solution at insertion site working from meatus downward on catheter to connection with drainage tubing using an applicator.

2. While applying slight traction on catheter to withdraw it approximately ⅛", antimicrobrial ointment applied sparingly to create a solid film with applicator at insertion of catheter and meatus.

3. Drainage tubing secured to bed linen with safety pin and rubber band, no kinks in tubing, tubing straight from edge of mattress to drainage bag hanging on bed frame.

TASK:

To Demonstrate Skill in Applying Mechanical Restraints to a Patient

CONDITIONS AND LIMITATIONS:

Given a patient confined to bed and to chair, patient unit, waist restraint, two wrist/ankle restraints, the student will apply (1) waist restraint to patient in chair, and (2) wrist/ankle restraint to a patient in bed.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Waist Restraint:

   a. Wide portion of belt restraint placed behind patient's waist.
   b. Tails of restraint straightened and crossed over patient's abdomen.
   c. Tail on side of loop pulled through loop in wide portion of restraint with padded portion of belt against patient's skin.
   d. Restraint adjusted to fit patient securely, but not tightly.
   e. Tails tied together behind the chair.

2. Wrist/Ankle Restraint:

   a. Same criteria except wrist/ankle instead of waist restraint.
   b. Tails brought to outside of extremity and tails tied in knot before tying to moveable frame of bed.

TASK:

To Demonstrate Skill in Applying Cardiopulmonary Resuscitation (CPR — Basic Life Support)

CONDITIONS AND LIMITATIONS:

Given an adult, an infant resuscitation mannequin, and another person to assist, the student will demonstrate using Standards of the American Heart Association (1) performance of the unwitnessed arrest technique for single and two-rescuer infant and adult resuscitation and (2) the techniques for clearing a foreign body from an obstructed airway in the infant, child and adult.

CRITERIA FOR ACCEPTABLE PERFORMANCE:

1. Single Rescuer Technique:

   a. Unresponsiveness established using the "shake and shout" technique.
   b. Airway opened using the "head tilt" technique by placing the patient flat on back and lifting the neck with one hand and pressing down on the forehead with the other hand.
   c. Breathlessness established using the "look, listen and feel" technique by placing ear over the victim's mouth and nose and simultaneously observing for chest expansion.
   d. Artificial ventilation initiated by giving four quick, full breaths, via mouth-to-mouth breathing.
   e. Pulselessness established by checking the carotid pulse on the rescuer's side of the victim using the tips of the index and middle fingers of the hand that was initially placed under the victim's neck to perform the head tilt.
   f. Artificial circulation initiated by applying external cardiac compression on the lower half of the victim's sternum (breast bone), with only the heel portion of the rescuer's hand in contact with the victim's chest.
   g. Artificial circulation and breathing continued at a ratio of 15 compressions to two breaths and a total of 60 compressions and eight breaths in one minute.

2. Two Rescuer Technique:

   a. CPR initiated as listed in steps 1 through 6 of the single rescuer technique.
   b. Two rescuers positioned on opposite sides of the victim.
   c. First rescuer interposes a full breath on the upstroke of every fifth external cardiac compression.
   d. Second rescuer applies external cardiac compression at a rate of 60 compressions per minute without hesitation or interruption.
   e. Positions changed without missing a breath or compression by using the phrase "CHANGE AFTER THREE NEXT TIME" to initiate the change.

3. Infant Resuscitation:

   a. Unresponsiveness established using the "shake and shout" technique.
   b. Airway opened using the "head-tilt" technique, being careful not to tilt the head of an infant back too far.
   c. Breathlessness established by using the "look, listen and feel" technique.
   d. Artificial breathing initiated by applying four puffs of air with the rescuer using his mouth to cover the infant's mouth and nose.
   e. Pulselessness established by checking the carotid and/or apical pulses.
   f. Artificial circulation initiated by applying external cardiac compression to the mid-portion of the sternum using only the tips of the index and middle fingers.
   g. Compressions and breaths delivered at a ratio of 5:1 at a rate of 80-100 compressions per minute.

4. Obstructed Airway Clearance (Adult):

   a. Foreign body obstruction recognized by the fact that the conscious victim cannot talk or has used the universal sign for airway obstruction, or by the fact that it is impossible to ventilate the unconscious victim.
   b. Conscious victim asked "can you speak" or head repositioned in the unconscious victim and ventilation reattempted.
   c. Four sharp back blows delivered between the patient's shoulder blades using the heel and palm portion of the hand.
   d. Four abdominal **or** four chest thrusts applied.
   e. Index finger used to check for foreign body in unconscious patient and reattempting ventialtion.
   f. Sequence repeated until effective.

5. Obstructed Airway Clearance (Infant and Child):

   a. Foreign body obstruction recognized because infant is unable to breathe or artificial ventilation is impossible.
   b. Infant (or child) positioned in a head and face down position.
   c. Four back blows delivered.
   d. Deliver four manual thrusts if back blows are ineffective.
   e. Procedure repeated if object has not been removed manually or by spontaneous cough.

TASK:

To Demonstrate Skill in Administering First Aid

CONDITIONS AND LIMITATIONS:

Given a patient (student), three students to assist in lifting, and a first aid supply cart, the student will, using Standards of the American Red Cross "Standard First Aid and Personal Safety Course," (1) control bleeding, (2) bandage, (3) immobilize by splint or sling, and (4) rescue and transfer.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Bleeding controlled by (A) direct pressure and elevation as described on page 23, (B) pressure on supplying artery, pages 26-28, and (C) tourniquet page 29 of the American Red Cross "Standard First Aid and Personal Safety Course."

2. Bandages applied by (A) anchoring, page 186, (B) tying off a bandage, page 187, (C) closed spiral, page 188, (D) open spiral, page 188, (E) recurrent turn, page 190, (F) figure of eight, pages 189-191, (G) triangular folded as a cravat, page 183, (H) triangular for scalp and forehead, page 184, (I) cravat for forehead, page 184, (J) cravat for cheek or ear, page 185, (K) cravat for elbow or knee, page 185, and (L) circular turn, page 187.

3. Immobilization applied by (A) arm sling, page 182, (B) upper arm splint, page 204, (C) forearm splint, pages 206-207, (D) ankle splint, pages 213-217, (E) knee cap splint, pages 211, and (F) lower leg splint for open fracture, page 212.

4. Rescued and transferred by (A) shoulder drag, page 227, (B) blanket drag, page 228, (C) improvised litter, page 246, (D) three-man hammock carry, pages 238-242, (E) litter carry, page 247, and (F) traction blanket lift, pages 236-237.

TASK:

To Demonstrate Skill in Sanitizing a Dental Treatment Room

CONDITIONS AND LIMITATIONS:

Given a contaminated treatment room, a 2" by 2" gauze sponge saturated with staphene solution, the student will sanitize a treatment room and be evaluated using the Operatory Sanitation Evaluation Form.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Contaminated instruments removed and disposable items discarded.
2. Unit, stools, patient chair, light and switch, x-ray unit, counter tops, drawer handles, sink and handles, and napkin chains sanitized with gauze sponge saturated with staphene solution.
3. Operating sanitation evaluation form completed with a score of at least 90 points.

OPERATORY SANITATION EVALUATION FORM

1. Remove contaminated instruments and discard disposable items (10) _____
2. Wash hands at appropriate time (10) _____
3. Sanitize the following items:
   a. Unit — handpieces, syringe, hoses (10) _____
   b. Stools — doctor and assistant (10) _____
   c. Patient chair — arms and controls (10) _____
   d. Light — light switch (10) _____
   e. X-Ray unit (10) _____
   f. Counter tops — drawer handles (10) _____
   g. Sink and handles (10) _____
   h. Napkin chain (10) _____

TOTAL POINTS _____

NOTE: IF CONTAMINATION OCCURS AT ANY POINT THROUGHOUT SANITATION CYCLE, STUDENT AUTOMATICALLY FAILS ENTIRE PROCEDURE.

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COMPETENCY NO. 34

DENTAL HYGIENE

TASK:

To Demonstrate Skill in Cleaning the Mouth

CONDITIONS AND LIMITATIONS:

Given a soft bristled toothbrush (adult or pedo), dental floss, disclosing tablets, the student will perform oral hygiene on his or her own mouth removing at least 90 percent of all plaque using the Modified Green Index Evaluation Form.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Disclosing tablet chewed.
2. Mouth rinsed with water and expectorated into receptacle.
3. Upper right 1st molar-buccal, upper left 1st molar-lingual, lower left 1st molar-buccal, lower right 1st molar-lingual, upper right central-labial, and upper left central-lingual teeth checked for plaque.
4. Upper right and left and lower right and left cuspid and 1st bicuspid teeth flossed.
5. All teeth brushed with subsulcular technique.
6. Mouth redisclosed with another tablet.
7. Modified Green Index evaluation form completed with a score of at least 90 percent.

MODIFIED GREEN INDEX EVALUATION FORM

1. "Patient" discloses mouth for detection of plaque.

2. The following teeth (and **only** these teeth) are to be checked.

upper right 1st molar-buccal	_____
upper left 1st molar-lingual	_____
lower left 1st molar-buccal	_____
lower right 1st molar-lingual	_____
upper right central-labial	_____
upper left central-lingual	_____
Total	_____

3. Score tooth as follows: (see the drawing) Percent %

no plaque — 0
1/3 — 1
2/3 — 2
whole tooth — 3

4. Write the score for each indicated tooth on the corresponding line.

5. Total the scores in the six teeth. Then convert to % of perfect.
Enter the % below the total.

0%	1	2	3	4	5	6	7	8	9	10	11	12
100%	94	88	83	77	72	66	61	55	50	44	39	33

13	14	15	16	17	18
28	22	17	11	6	0%

6. "Patient" flosses the following areas: (check for bleeding)

proximals of: cuspid and 1st bicuspid UR_____
UL_____
LR_____
LL_____

1st and second molars UR_____
LL_____

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TASK:

To Demonstrate Assisting a Patient to Develop Self-help Survival Skills

CONDITIONS AND LIMITATIONS:

Given a patient (student or teacher), a list of fixed and variable expenses and income sources, columnar budget work sheet, want ad section of a local newspaper, local bus schedule, current brochure of taxi services available, printed materials describing nutritional values of foods, suggested daily meal plans, food models, a checklist of personal hygiene skills, a brochure describing community recreational resources, and illustrations and descriptions of appropriate dress for various weather and temperature conditions, the student will assist the patient in (1) planning a personal budget, (2) selecting a job and role playing an interview, (3) selecting public transportation for getting to and from work, (4) planning nutritious meals for one week, (5) identifying important personal hygiene skills, (6) selecting clothing for winter and summer weather and temperatures, and (7) describing summer and winter recreational activities available in the community.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Personal budget completed to include (a) fixed expenses of rent, utilities, transportation and food, (b) salary as a source of income, (c) evidence that priorities have been established, and (d) that saving money has been emphasized.

2. Job selected from current job listings in newspaper and patient interviewed.

3. Bus schedule identified to provide transportation to and from selected job. Information to include time of departure and time of arrival for traveling to and from job, place of departure and arrival, and cost per day.

4. Schedule of meals planned for one week (three meals per day). Meals to meet specifications described on nutritional food chart.

5. List of important daily personal hygiene skills developed to include (a) brushing teeth, (b) daily bath, and (c) care of hair and nails.

6. Winter and summer weather clothing identified and described for both inside and outside wear.

7. List of available recreational activities developed for both summer and winter to include the number of people that may be accommodated, cost, and length of participation time.

TASK:

To Demonstrate Ability to Use Communication Skills to Increase Interpersonal Communication

CONDITIONS AND LIMITATIONS:

In a role playing situation, the student will confer with a patient (student or teacher) about the patient's illness and prescribed treatment.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if it includes the following principles and techniques:

1. Listen for the basic message of the patient.
2. Restate to the patient a simple and concise summary of the basic content and/or feeling of the message.
3. Observe a cue or ask for a response from the patient to confirm the accuracy and helpfulness of the reflection.
4. Allow the speaker to correct your perception if it was inaccurate.
5. Demonstrate non-judgmental acceptance of a patient's life style, beliefs, and values through open verbal and non-verbal communication.
6. Demonstrate accurate empathy by identifying private, inner feelings, and experiences of the patient.
7. Demonstrate good eye contact by observing keenly and looking at the client without staring fixedly into the other person's eyes.
8. Demonstrate receptive body posture by facing the patient squarely, leaning slightly forward toward the patient, maintaining a relaxed posture that is comfortable and natural, avoid a closed posture in which arms and legs are tightly crossed, and maintaining close promimity with no barriers between you and the patient.

TASK:

To Demonstrate Skill in Doing Range of Motion Exercises

CONDITIONS AND LIMITATIONS:

Given a patient in bed and a patient unit, the student will do range of motion exercises with the patient.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Patient placed straight on back in middle of bed with heels together and arms at side with palms toward body.
2. Head and neck bent forward until chin touches chest, head lifted up and bent back and returned to starting position (flexion and extension of head).
3. Head turned to left and then to right. (rotation of neck).
4. Arm raised forward above head and returned to side (flexion and extension of shoulder)
5. Arm raised up and out to the side until it is over the head, then returned to side (abduction and adduction of shoulder).
6. Elbow flexed, elbow brought up to level of the shoulder and back of neck reached with fingers (external or outward rotation).
7. Elbow flexed, arm drawn across chest and other shoulder touched (internal and inward rotation).
8. Upper arm away from body and elbow bent to a right angle; forearm moved backward until back of hand touches bed, then forearm moved down until palm of hand touches bed. (external and internal rotation of shoulder).
9. Arm bent at elbow until fingertips touch shoulders, then arm straightened (flexion and extension of elbow).
10. Wrist or hand held as in handshake; palm turned upward then downward (supination and pronation of forearm).
11. Arm bent at elbow, palm side of hand bent toward arm and then backward (flexion and extension of wrist).
12. Hand moved from side to side, first toward thumb then toward little finger (radial and ulnar deviation of wrist).
13. Hand moved in circle (circumduction of wrist).
14. Fingers spaced apart and brought back together (abduction and adduction of fingers).
15. Tip of thumb touched to tip of each finger (opposition of fingers).
16. Fingers bent to make a fist; then straightened (flexion and extension of fingers).

17. Thumb touched into palm and extended out straight (flexion and extension of thumb).

18. Body in dorsal recumbent position, trunk raised slowly to sitting position and returned (flexion and extension of trunk).

19. Hands behind head in sitting position, bent to left and then to right (lateral flexion of trunk).

20. Hands behind head in sitting position, upper body rotated to left and to the right (rotation).

21. Legs straight and toes pointing up, leg moved out to side and back to starting position (abduction and adduction of hip).

22. Leg raised straight up and down, keeping knee straight (flexion and extension of hip).

23. Knees kept straight, legs turned so toes point inward then outward (internal and external rotation of hip).

(or)

Knee bent, held in that position, foot moved over knee of other leg; foot swung to other side as far as possible (external and internal rotation of hip).

24. Knee bent toward chest, knee straightened, leg brought to starting position (flexion and extension of hip).

25. Foot bent up toward leg and down away from leg. (dorsal flexion and plantar flexion of ankle).

26. Ankle moved in circle (rotation of ankle).

27. Foot turned up in sideways toward great toe and foot turned downward and out toward little toe (inversion and eversion of ankle).

28. Toes bent down, then up (flexion and extension of toes).

29. Toes spread apart and brought back together again (abduction and adduction of toes).

TASK:

To Demonstrate Skill in Wrapping for Aseptic Presentation

A. Envelope Wrap

CONDITIONS AND LIMITATIONS:

Given one huck surgical towel, two 18" × 18" non-woven wrappers, steam indicator tape on a dispenser, water soluble marking pen, two 24" muslin wrappers and one basin of at least 1000cc, the student will (1) wrap, using 18" non-woven wrappers, one huck surgical towel using the envelope wrap, and (2) wrap, using 24" × 24" muslin wrappers, one basin using the envelope wrap.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Wrapper placed diagonally; item placed in middle (and not diagonally). Top corner of wrapper pulled down across item and folded back. Side folded across item and then folded back. Other side folded across item and folded back. Bottom folded up across item and tucked into space formed by two side folds.

2. Six to eight inches of tape applied to package so that tab portion of tape begins on last side of package wrapped and extends across the opening to other side of package.

3. Using water soluble pen, tape labeled for contents, expiration date and initialed by person preparing wrap.

4. Muslin wrappers checked for any visual holes and for foreign objects.

B. Flat Wrap

CONDITIONS AND LIMITATIONS:

Given 16 huck surgical towels, 2 muslin surgical wrappers at least 50" × 90", 1 surgical gown, 1 Mayo stand cover and 1 fan folded sheet at least 50" × 90", 1 Mayo stand tray and 2 non-woven wrappers at least 45" × 45", the student will (1) wrap, using 2 muslin surgical wrappers, 16 huck towels, surgical gown, 1 Mayo stand cover, and 1 fan folded sheet using the flat wrap, and (2) wrap, using 2 non-woven wrappers, 1 Mayo stand tray using the flat wrap.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Wrapper for linen pack placed squarely, item placed in middle of wrapper. Top of wrapper folded down across item and folded back. Bottom folded up across item and folded back. Side folded across item and excess wrapping folded under. Other side folded in same manner.

2. Flat square wrapper for Mayo stand tray placed squarely, items placed in middle, square with wrapper. Top of wrapper folded down across item and folded back, bottom folded up across item and folded back. Side end of wrapper folded to form a triangle and side folded across item with triangular end folded under. Process repeated for other side.

3. Twelve to fourteen inches of tape applied to package so that tab portion of tape begins on last side of package wrapped and extends across the opening to other side of package.

4. Using water soluble pen, tape labeled for contents, expiration date, and initialed by person preparing wrap.

5. Muslin wrappers checked for any visual holes and for foreign objects.

COMPETENCY NO. 39

TASK:

To Demonstrate Skill in Cleaning a Storage Area for Sterile Supplies

CONDITIONS AND LIMITATIONS:

Given a basin, detergent disinfectant, two cleaning cloths, one pair of heavy-duty rubber gloves, one large utility cart, water, one small graduate, one large graduate, one small utility cart, the student will (1) remove sterile supplies from shelves, (2) clean metal storage shelves, and (3) replace sterile supplies.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Detergent disinfectant solution mixed following manufacturer's directions.
2. Supplies removed from shelves and placed on cart.
3. Cart removed from shelving area while shelves cleaned.
4. Small cart containing disinfectant solution, gloves, and cleaning cloths placed next to empty shelves.
5. Gloves put on.
6. Each side of each shelf washed with one cloth immersed and wrung dry of disinfectant solution.
7. Each side of each shelf thoroughly dried with one dry cloth.
8. Gloves removed and small cart containing cleaning supplies removed from shelving area.
9. Cart of sterile supplies returned to shelving area and supplies replaced on shelves.

TASK:

To Demonstrate Skill in Assembling a Basic Surgical Tray

CONDITIONS AND LIMITATIONS:

Given a procedure card itemizing the following: a medium size metal tray no larger than 18 × 12", suture scissors, needle holder, kelly forcep, mosquito forceps, Adson forceps with teeth, Adson forceps without teeth, stainless steel medicine cups, 10cc glass syringe luer lock tip, 10cc glass syringe plain tip, ring forceps, 10 4 × 4" sponges, one wound drape at least 18 × 18" with 3" fenestration, one 20 gauge 1½" hypodermic needle, one 25 gauge ⅝" hypodermic needle, 5 huck surgical towels and distilled water, a procedure card itemizing instruments and items showing placement by line or circle, the student will assemble a basic suture tray as illustrated on procedure card.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Metal tray lined with huck surgical towel.
2. Items and instruments placed on tray as illustrated on procedure card with 100% accuracy.
3. Lumens moistened with distilled water.
4. Instruments opened.
5. Syringe barrel and plunger each rolled in 4 × 4" sponge.
6. Four towels folded as described in Competency No. 38 and placed over contents of tray to hold in place.

TASK:

To Demonstrate Skill in Inspecting and Folding Surgical Linen

CONDITIONS AND LIMITATIONS:

Given a light table, adhesive tape for collecting foreign objects, a water soluble pen, a gown, small drape no larger than 45" × 45", Mayo stand cover and towel, the student will (1) check the gown for holes, foreign objects, complete and functional ties and/or snaps, and (2) fold acceptable linen (gown, small drape, Mayo stand cover and towel) and mark that which is not acceptable.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Holes or missing ties or snaps marked with an X or O using water soluble pen, and item rejected.

2. Foreign objects removed using adhesive tape.

3. Small drape folded from one edge upward 4-6' and folded down in accordian or fan fashion the same width. Repeated until drape is folded completely. Each end of drape folded to center, then folded in half with ends to the inside.

4. By reaching half way into Mayo stand cover using both hands, material grasped on opposite sides and the open end inverted back over the cover, creating a fold at the opening. A 4-6" cuff formed around the opening. Width of cuff fan folded to end of cover and folded in half with cuff on outside.

5. Towels folded in half lengthwise, then half from left to right edge, and again in half from left to right edge.

6. Inside of gown placed down on flat surface and both arms turned upward; sides with ties brought up across front of gown to opposite side seam and loose bow tied or snap fastened; neck edge grasped and both sleeves pulled down; other side of gown brought across the sleeves; gown folded in half lengthwise and ties tucked in at neck edge; both ends folded to middle; gown folded in half with ends to the inside.

TASK:

To Demonstrate Skill in Checking Inventory Control and Recording Charges

CONDITIONS AND LIMITATIONS:

Given an inventory card for each item indicating inventory number, item description, minimum stock, maximum stock, manufacturers, vendor, unit price, unit of issue, unit of purchase, purchase price, account numbers to dispose to, purchase order number, quantity on hand, quantity issued and actual inventory items (or simulated items — pictures, paper cutouts, etc., to include syringes, needles, alcohol wipes, soap, lubricants, iodoform scrubs, stretch gauze, tapes, wrist restraints, culture tubes), six requisition forms requesting two patient items and four department items. Forms will include inventory number, item description quantity requested — patient items to include patient name and hospital number and department items to include department name and number. Cycle count document to include each item on inventory cards and unit of issue. The student will, using the six requisition forms (1) remove and dispense requested items from inventory, (2) record items removed on the appropriate inventory card and make necessary changes to keep current and accurate, (3) check requisition for patient information, inventory number, item description and quantity issued, (4) check requisition for department information, inventory number, item description and quantity issued, and (5) check the cycle count document with actual physical inventory and record amount on hand on document.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Items removed recorded in special columns provided on each inventory card and all information updated with 100 perent accuracy.

2. Inventory items checked with (a) quantity on hand on inventory cards, and (b) cycle count and all must have identical counts and balance.

3. All requisitions checked for 100 percent accuracy for inventory number, item description, quantity issued and patient or department information. Information must include patient name and hospital number or department name or account number.

TASK:

To Demonstrate Skill in Cleaning Hard Floors and Trash Receptacle in Food Service Area

A. Hard Floors

CONDITIONS AND LIMITATIONS:

Given a 24-inch dust mop, two 5-gallon bucket mop cart with a wringer to fit 5 gallon bucket, 24 oz. cotton mop, "Wet Floor" sign, floor cleaning chemicals, and dust pan, the student will (1) assemble materials for cleaning, (2) mix the detergent according to manufacturer's directions in at least 3 gallons of water in one bucket, (3) add clean, warm water to the other bucket, (4) dust mop the floor, (5) pick up debris in dust pan, and (6) wet mop and rinse the floor.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Wringer placed on mop buckets, buckets placed on mop cart.
2. Water and detergent mixed in mop bucket according to manufacturer's directions.
3. Floor dusted with dust mop and free of lint, dust and debris.
4. Floor scrubbed and rinsed and free of soil and streaks.
5. Equipment cleaned and equipment and supplies returned to designated storage area.
6. "Wet Floor" sign posted.

B. Trash Receptacle

CONDITIONS AND LIMITATIONS:

Given a 30-60 gallon trash receptacle, plastic liners, running water, germicidal, long handled utility brush, the student will (1) remove trash, and (2) clean and prepare receptacle for future use.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Filled plastic liner tied securely, removed and readied for disposal.
2. Trash receptacle shall be cleaned and disinfected by scrubbing interior and exterior of receptacle with germicidal, water and long handled brush leaving a surface free of debris.
3. Receptacle inverted and drained for five minutes.
4. New plastic liner placed in receptacle with top of liner extending over edge of container at least six inches.

TASK:

To Demonstrate Skill in Operating a Dish Machine

CONDITIONS AND LIMITATIONS:

Given an institutional dish machine, flatware, dishes to include glasses, plates, soup or sauce dishes, cups, dish racks for each type of dish or flatware, scraping counter that includes garbage disposal unit and running water, and clean mobile dish cart, dish machine detergent, wetting agent and pre-soak chemical, dish cloth, cleaning detergent and disinfecatant, the student will (1) scrape, rack, operate and clean the dishwasher, (2) store the dishes and flatware, (3) clean the scraping counter, and (4) return equipment and supplies to proper storage areas. All work must be done in a sanitary manner.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Food particles washed or scraped from dish and flatware surfaces before placement in the rack.
2. Dishes and flatware positioned in specifically designed rack.
3. Dish machine set up, racks inserted and machine operated and cleaned according to manufacturer's operating manual.
4. Clean dishes removed from machine after hands have been washed in an aseptic manner according to criteria 1 and 2 of Competency No. 12.
5. Dishes stored in mobile cart with all items placed in area designed for that specific item.
6. Scraping counter washed with dishcloth, detergent and disinfectant until all food particles are removed.
7. Scraping counter rinsed with clear water and all stainless steel surfaces wiped dry and free of water spots.
8. Equipment returned to designated storage area.

TASK:

To Demonstrate Skill in Serving Food on a Patient Tray Line

CONDITIONS AND LIMITATIONS:

Given six special diets (general, soft, low calorie, low fat, low salt, and low residue), six patient trays, dishes (cup/saucers, dinner/salad plates, soups/cereal bowls, glasses and dessert dishes), flatware, condiment packages (salt/sugar, pepper, substitutes), napkins, serving tools (tongs, dippers, spoons, forks), mobile hot cart, mobile cold cart, food models, refrigerator, cleaning detergent, cleaning cloth and labeled containers, the student will (1) set up hot and cold mobile carts with foods for tray service with tools needed for serving set menu, (2) select foods and condiment packages for each of the special diets, (3) place dishes and flatware on tray in manner consistent with delivery system, (4) load prepared food trays on delivery cart numerically according to room number, and (5) disassemble hot and cold food carts, store food in refrigerator and clean carts.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Food and tools placed on hot and cold carts as illustrated on procedures card with 100 percent accuracy.
2. Foods and condiment packages for each special diet matched with diet specified by the instructor with 100 percent accuracy.
3. Dishes and flatware placed on tray as specified by the delivery system.
4. Prepared food trays loaded on delivery cart numerically by room number starting at the top right side of cart.
5. Foods stored in refrigerator in labeled containers and carts cleaned of food particles and water spots.

TASK:

To Demonstrate Skill in Cleaning Hard Surfaces (Floor, Window, Furniture, Bathroom and Walls)

A. Floor

CONDITIONS AND LIMITATIONS:

Given a buffer of at least 17 inches, a 24-ounce cotton mop, a 5-gallon bucket, a wringer to fit a 5-gallon bucket and 24-ounce cotton mop, a red pad, a 24-inch dust mop, spray buff material, 3 gallons of clean water, a vinyl or terrazzo floor, and a "Wet Floor" sign, the student will scrub and buff a vinyl or terrazzo floor.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. "Wet Floor" sign posted.
2. Floor dusted with dust mop and free of lint, dust and debris.
3. Floor scrubbed and free of soil and streaks.
4. Floor buffed to even shine and scuffs removed with no swirl marks.
5. Equipment cleaned and equipment and supplies returned to designated storage area.

B. Window

CONDITIONS AND LIMITATIONS:

Given a plastic 1-gallon bucket, a medium soft window washing brush of 10 or 12 inches, a 12 inch squeegee, 2 lint free rags, 1 cup of ammonia, clean water and a window, the student will wash and dry a window.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Window washed free of soil, smudges, streaks, and lint.
2. Window casing and ledge cleaned and dried.
3. Equipment cleaned and equipment and supplies returned to designated storage area.

C. Furniture

CONDITIONS AND LIMITATIONS:

Given a plastic 1-gallon bucket, cleaning detergent, a lint free rag or disposable rag, furniture polish, clean water, and a chair with vinyl seat and back and wood framing, the student will damp dust the vinyl and wood framed chair and apply polish where necessary.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Chair vinyl covering and wood framing free of lint and spots.
2. Chair wood surfaces treated (wiped) with furniture polish.
3. Equipment cleaned and equipment and supplies returned to designated storage area.

D. Bathroom

CONDITIONS AND LIMITATIONS:

Given a 1-gallon bucket, germicide to be mixed according to manufacturer's specifications, glass cleaner, toilet bowl cleaner with swab and caddy, sink cleaner, abrasive pad, chrome cleaner, plastic bag for waste receptacle, and a disposable or reusable cleaning cloth, the student will clean the (1) toilet bowl, (2) mirror, (3) sink, (4) all chrome surfaces, (5) soap dispenser, and (6) the waste receptacle. All cleaning solutions are to be prepared and used according to manufacturer's specifications.

CRITERIA OF ACCEPTABLE PERFORMA NCE:

1. Toilet bowl hard water deposits, soil, and stains removed using toilet bowl cleaner. Outside toilet bowl surface soil and stains removed with germicide.
2. Lint, soil and stains removed from plumbing pipes.
3. Toilet flushed.
4. Mirror dust, spot, and streak free.
5. Sink cleaned inside and outside with sink cleaner and free of hard water and soap deposits.
6. Soap dispenser free of dust and soap dispensing nossle free of soap build up and not clogged.
7. Chrome surfaces free of spots and dust and are shiny.
8. Trash removed from waste receptacle. Interior and exterior of receptacle wiped clean with germicide and new liner placed in receptacle.
9. Equipment cleaned and equipment and supplies returned to designated area.

E. Walls

CONDITIONS AND LIMITATIONS:

Given two 5-gallon buckets, a wringer to fit each bucket, a wall washing kit, two wall washing mop heads, a 5-foot long handled tool for mop head, wall washing detergent, clear water, and two walls each 10 foot wide and 7 foot high, the student will clean one wall using a detergent only and the other wall cleaned using detergent and a clean water rinse.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. One wall surface free of soil, spots, and streaks using mop dampened with wall washing detergent only.
2. Second wall surface free of soil, spots, streaks, and detergent and water.
3. Floor surface of each wall free of detergent and water.
4. Equipment cleaned and equipment and supplies returned to designated area.

TASK:

To Demonstrate Skill in Cleaning Soft Surfaces (Carpet, Drapes, and Upholstered Furniture)

CONDITIONS AND LIMITATIONS:

Given a commercial vacuum with floor cleaning attachments (edger and vacuum head) and a fabric attachment, carpet at least 10 feet by 10 feet with three units of furniture placed on carpet, a fabric drape, and an upholstered chair, the student will vacuum (1) the carpet, (2) the fabric drape, and (3) the upholstered chair.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. All carpet surfaces, including along baseboard and around and under furniture, free of loose dirt and dust.
2. Fabric drape free of dust on both sides of fabric.
3. All accessible areas or surfaces of upholstered chair free of loose dirt and dust.
4. Vacuum cleaner bag emptied and dust removed from unit.
5. Equipment returned to designated storage area.

TASK:

To Demonstrate Skill in Operating a Typewriter with Employable Speed and Accuracy

CONDITIONS AND LIMITATIONS:

Given straight-copy timed writing material at 1.5 syllabic intensity, the student will type three 5-minute timed writings. The student will typewrite using 8½ × 11-inch paper with a 70-space line and double spacing with five-space paragraph indentions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. A minimum speed of 40 gross words a minute achieved with a maximum of five errors in each of the three separate timed writings.

> The minimum rate necessary for this competency is 40 gwam. However, instructors are asked to record rates above 40 on the student competency record chart. Recording achieved rates above the minimum rate may enable students to accept positions of greater responsibility and may permit additional advancement placement at the post-secondary level.

TASK:

To Demonstrate Skill in Typing Production Materials for the Office

CONDITIONS AND LIMITATIONS:

Given office materials, the student will type each of the following five production jobs with the use of reference materials and calculating machines.

A. Business letters with carbon copy and envelope

A production job including:

1. A business letter (100 words) from handwritten copy with an attention line, mailing notation, and enclosure. Several words will be misspelled.

2. A two-page business letter (350 words) from unarranged copy.

B. Business forms without carbons from legible handwritten copy

A production job completing and computing extensions and totals including:

1. A three-item invoice
2. A four-item purchase order
3. A two-item credit memorandum
4. A check
5. A mailing label
6. A telephone message

C. Composition

A production job including:

1. The composition of a letter (75 words) for the employer's signature. The letter will be a reply letter concerning an appointment with the district manager of that office.

2. The composition of an interoffice memo (75 words) notifying employees of a planned inservice activity on November 12. Include all information pertinent to the activity.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Each of the three production jobs prepared in mailable form.

2. Each of the three production jobs, including all computations, completed in 30 minutes or less.

3. All computations complete and accurate.

The student may complete any one or all of the three parts — A, B and C. The instructor is asked to indicate the achieved parts of this competency on the student chart.

TASK:

To Demonstrate Skill in Operating a Ten-Key Adding Machine with Employable Speed and Accuracy

CONDITIONS AND LIMITATIONS:

Given a ten-key adding machine and simple three-column addition problems, the student will operate the machine with touch system. The problems provided will contain a total of at least 300 digits.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Ten-key adding machine operated for three minutes at a minimum rate of 100 digits a minute with complete accuracy.

TASK:

To Demonstrate Skill in Operating a Ten-Key Calculator with Employable Speed and Accuracy

CONDITIONS AND LIMITATIONS:

Given a calculator and 20 problems, the student will compute for five of each of the following types of problems: discount, interest, service charge, and invoice extension.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Calculator operated properly for a period of 20 minutes completing 18 of the 20 problems accurately. Math computations required include adding, subtracting, multiplying, dividing, decimals, fractions and percent.

TASK:

To Demonstrate Skill in Operating Transcription Equipment with Employable Speed and Accuracy

CONDITIONS AND LIMITATIONS:

Given six prerecorded (75-100 words) letters that include all letter parts of common medical vocabulary, the student will (1) operate the transcription machine, and (2) type mailable copies with a carbon and envelope for each letter. Reference materials and the machine instructional manual may be used.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Mailable copy produced with a carbon and envelope for each dictated letter at a minimum production rate of 10 pwam.

TASK:

To Demonstrate Skill in Handling, Sorting and Distributing Mail

CONDITIONS AND LIMITATIONS:

Given a list of 20 commonly used words pertaining to the mailing process and 20 definitions of these processes, a list of 10 postal services and 10 definitions of these services, ten pieces of incoming mail and ten pieces of outgoing mail including "special mail" such as registered and special delivery to process, the student will complete the materials with the use of Zip Code Directory, Postal Rate Chart and postage scale.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Twenty words matched, pertaining to the mailing process, with 20 definitions with a maximum of two errors.
2. Ten postal services matched with 10 definitions with a maximum of one error.
3. Incoming mail opened, dated, annotated, classified and routed with no more than one error.
4. Outgoing mail classified and zip codes and postage determined with no more than one error.
5. Project completed in one hour or less.

TASK:

To Demonstrate Skill in Performing Recordkeeping Activities

CONDITIONS AND LIMITATIONS:

The following time limits are based on the use of machines.

A. To record banking, payroll, petty cash and inventory transactions

1. Given the required information (dates, amounts, payees) and forms (check, check stub, deposit slip), the student will (1) neatly and legibly fill out a deposit slip, (2) write three checks with check stubs, and (3) compute the balance on the check stubs within 10 minutes.

2. Given a bank statement with five canceled checks and check stubs with a record of three deposits, the student will reconcile the bank statement within 10 minutes.

3. Given the required information to include payroll deduction tables for two employees for one week's work, the student will (1) calculate from a time card the total regular and overtime hours worked, and (2) compute net pay each at a different rate within 20 minutes.

4. Given a petty cash record form with columns for date, explanation, money received and paid, the student will (1) record five petty cash transactions, and (2) replenish the fund within 5 minutes.

5. Given an inventory sheet with quantity and unit cost for 10 items, the student will (1) determine extensions, and (2) total cost of inventory within 5 minutes.

B. To keep records for the dentist or physician

1. Given an appointment and daily record book and twelve appointments, fees charged for each patient, and six cash collections, the student will neatly and legibly record (1) appointments, (2) fees charged to patients, and (3) six cash collections. Fees and receipts columns are to be totaled. All entries and totals must be 100 percent accurate.

2. Given a Combination Journal, an appointment and daily record book with appointments, fees, and receipts information, and ten daily transactions to include a rent payment, daily cash fees, the purchase of dental supplies, and the weekly salary payments, the student will record all information in the Combination Journal with 100 percent accuracy.

3. Given a Combination Journal with 20 entries and general ledger accounts for each entry in the Journal, the student will (1) foot, prove, total and rule columns of the Combination Journal, (2) post each amount in the two general columns, and (3) post the totals of the special columns to appropriate accounts. Totals of columns and all posting must be completed with 100 percent accuracy.

4. Given a trial balance for a month, work sheet paper and data for adjustments (depreciation of equipment), the student will complete a work sheet with 100 percent accuracy.

CRITERIA FOR ACCEPTABLE PERFORMANCE:

1. All tasks completed with 100 percent accuracy within the allotted time interval.

TASK:

To Demonstrate Skill in Preparing, Filing and Retrieving Office Records

GENERAL CONDITIONS AND LIMITATIONS:

Given the following portions of filing practice set problems (or an equivalent published or teacher-made problem), the student will complete the assignment of preparation, coding, sorting, filing, cross-referencing, and retrieving office records.

A. Alphabetical

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures* Job 5, Alphabetic Correspondence Filing, page 19-26, Specific Filing Procedure Nos. 1 (letters numbered 1-15), 5, and 6. Upon completion the student will be asked to retrieve the following letters:

1. A copy of the April 2 letter to Mr. Logan C. Horton, Vice President of Astrolite of New York.
2. The April 9 letter from Juan Chavez of Estrella del Sur.
3. The April 6 letter from Bart Maddox of Desert Star Mines.
4. A copy of the April 16 letter to Mr. I.A. Wilson, President of Canadian Trust Company.
5. A copy of our April 16 letter to Thomas R. Corwin of Brooks & Corwin, Associates.

B. Numeric

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures Job 8, Numeric Correspondence Filing, pages 40-45, Specific Filing Procedures Nos. 1,2,5,6,7,8.

C. Subject

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures Job 9, Subject Correspondence Filing, pages 46-51, Specific Filing Procedures No. 1 (letters numbered 1-15), 2,3,4,5,8, and 9.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Each task completed within 30 minutes with 100 percent accuracy according to current filing rules.

The student may complete any one or all of the three parts — A, B, or C. The instructor is asked to indicate the achieved parts on the student chart.

*Ernest D. Bassett and David G. Goodman, OFFICE FILING PROCEDURES, 4th Edition, South-Western Publishing Company.

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TASK:

To Demonstrate Skill in Performing the Following Incidental Office Tasks

A. Securing Information

CONDITIONS AND LIMITATIONS:

Given 20 questions that require the use of the dictionary, a secretary's manual, city directory, or the telephone directory, the student will obtain the requested information. Each manual must be used.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Information obtained from the above sources with 100 percent accuracy in 45 minutes.

B. Following and Giving Instructions

CONDITIONS AND LIMITATIONS:

Given a written set of instructions which require the completion of the physical activity of changing a typewriter ribbon or preparing a spirit duplicator for operation, the student will orally instruct three classmates in the activity. The student cannot use notes and the pupils are not permitted to ask clarifying questions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Required activity completed by two of three students within 10 minutes with 100 percent accuracy after instructions are given.

C. Machine Maintenance

CONDITIONS AND LIMITATIONS:

Given appropriate supplies and equipment, the student will demonstrate the correct procedure for (1) cleaning the type on the typewriter, (2) changing a typewriter ribbon, (3) changing a business machine ribbon (10-key or printing calculator) and (4) changing a business machine tape. Machine instructional manuals may be used for reference.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Typewritter ribbon installed, type cleaned, business machine ribbon and tape installed and work station cleaned (old materials discarded and station well organized) within 45 minutes.

D. Reservations and Itineraries

CONDITIONS AND LIMITATIONS:

Given travel schedules, available lodging accommodations, and an employer's calendar of appointments for one week which includes round-trip travel from the office location to three cities — Denver (two appointments), Phoenix (one appointment), and Los Angeles (three appointments) — the student, without the assistance of a travel agency, will plan the travel and lodging arrangements for the employer to include (1) one model letter composed and typed with a carbon copy for travel reservations, (2) one model letter composed and typed for lodging reservations, and (3) a typed itinerary to include the week's activities.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Arrangements planned and scheduled to permit the employer to meet all appointments in the most efficient manner within the one week.

2. Letters and itinerary completed in mailable form.

3. All activities completed in two hours or less.

E. Recording Appointments

CONDITIONS AND LIMITATIONS:

Given a page from an employer's appointment book and 10 appointments, each specifying date, time and place of non-conflicting appointments to be recorded, the student will record the ten appointments to appropriate spaces in the employer's appointment book.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Ten appointments recorded, with 100 perent accuracy.
2. Project completed in 10 minutes or less.

F. Decision Making

CONDITIONS AND LIMITATIONS:

Given a five-page annual report containing ten errors and a list of five members of a Board of Directors (three of whom live in cities requiring long-distance calls), the student will (1) edit the report, (2) determine the most efficient method of reproducing the report, and (3) notify, in a role-playing situation, the Board Members of a scheduled meeting.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will (role-playing situation):

1. Report edited, identifying the ten errors.
2. Most efficient (cost, time and appearance) method determined for reproducing 10 copies of the report.
3. Telephone numbers located for the members of the Board of Directors.
4. Members of the Board of Directors called and invited to a meeting to review the report. Each member of the board informed of the date, place and purpose of the meeting.
5. Project completed in proper sequence within one hour or less.

G. Managing Supplies (Inventory and Ordering)

CONDITIONS AND LIMITATIONS:

Given a list of 10 office supplies and the present inventory of each (five of which are below their specified reorder points), reorder points for each item and maximum quantities to be ordered for each item, and supply vendors, the student will (1) determine supplies that are needed, and (2) type requisition forms with carbon copies for those items that are below the reorder point.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Requisition forms with carbons completed for the appropriate five items.
2. Each requisition form typed with 100 percent accuracy.
3. Each requisition checked for appropriate amount of supplies.
4. Task completed in 15 minutes or less.

TASK:

To Demonstrate Skill in Handling Oral Communications in the Office

A. Role Playing

CONDITIONS AND LIMITATIONS:

In a role playing situation the student will demonstrate what to do in the following:

The student will be in charge of the steno pool. Each employee's work is given to the student for proofreading. Chris, an employee whose feelings are easily hurt, has completely misunderstood the assignment and has done it incorrectly. It is the responsibility of the student to see that Chris prepares the letter in correct form.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if consistent with the following:

1. Pleasant tone used when speaking with Chris.
2. Natural vocabulary used, natural tone of voice and clear concise speech.
3. Student is complimentary and put Chris at ease.
4. Student states that assignment must be redone to be consistent with the work of other employees and directions for the letter reviewed.
5. Person thanked for rectifying the mistake and time deadline given if necessary.

B. Role Playing

CONDITIONS AND LIMITATIONS:

In a role playing situation the student will demonstrate what would be done in the following: (The student will simulate the part of an office secretary.)

A woman, who doesn't identify herself by name, calls the office stating she had completed a job interview and wants to speak to the employer to see whether or not she has been accepted. All interviews have been completed. In a few days the employer will give the secretary a list of names of people who should receive letters of regret. It is the responsibility of the secretary to handle the call without consulting the employer.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if consistent with the following:

1. Student asked the woman her name.
2. Student used the caller's name when answering questions, told her that all interviews have been completed, and that she will be notified by mail next week as to her job status.
3. Student was alert, helpful and interested.
4. Student used a pleasant, natural tone of voice which was clear and distinct.
5. Student used correct pronunciation, enunciation and grammar.

Both parts A and B must be completed satisfactorily for the student to meet the requirements of this competency.

TASK:

To Demonstrate Skill in Gaining Proficiency in Applying for a Job

CONDITIONS AND LIMITATIONS:

Given a sample newspaper advertisement for a related health position, an application blank for the position, reference materials, and an unpracticed interview situation using an interviewer knowledgeable in interview techniques, the student will (1) type a letter of application for the job opening, (2) type a resume, (3) complete the application blank in handwriting, (4) present items 1,2, and 3 to the interviewer at a scheduled time and proceed with a simulated job interview with the selected interviewer, and (5) type a follow-up letter.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Letter of application expressed interest in the position and requested an interview and mailable.
2. Resume contained appropriate personal data and mailable.
3. Application blank legible, neat and complete.
4. Student arrived on time for the interview.

The student's interview will be rated by the interviewer using the following rating scale. The interviewer will assign the appropriate points to each area. The student must obtain an average score of *five* to meet this competency.

RATING SCALE

	Poor	Below Average	Average	Above Average	Superior
Points:	**1-2**	**3-4**	**5-6**	**7-9**	**10-12**
Applicant's personal appearance based on neatness, grooming, and attire.					
Applicant's greeting and introduction					
Applicant's courtesy and sincerity					
Applicant's confidence and initative					
Applicant's attitude and interest					
Applicant's involvement					
Applicant's skill in terminating the interview					

5. Follow-up letter expressed continued interest in the position and appreciation for the interview. Letter mailable.

TASK:

To Demonstrate Skill in Determining Appropriate Solutions to Interaction Situations in the Office

CONDITIONS AND LIMITATIONS:

Given 20 short case problems and choices of possible solutions, the student will determine the most appropriate solution. An example of the problem is:

1. You are busy typing a long and complicated report which must be completed within the next two hours when your supervisor stops at your desk for a social chat. The best thing for you to do is:

   a. Chat with the supervisor; if you don't complete the report in time, you can always blame the supervisor.

   b. Ignore the supervisor and continue to work at the report.

   c. Ask the supervisor to help you complete the report so you can both take a coffee break.

   d. Tell the supervisor that the urgency of the report makes it impossible for you to talk now but that you would like to talk later.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Eighteen of twenty case problems answered appropriately as determined by the instructor and/or source materials.

2. Task completed in 45 minutes or less.

Enabling Tasks

The enabling tasks are the activities necessary for developing a job skill. The completion of all enabling tasks for a competency leads to achievement of that competency. They may become daily or weekly lesson plans if teachers develop conditions and criteria similar to those developed for the competencies. The enabling tasks have been suggested by people in business and industry.

COMPETENCY NO. 1 — TO DEMONSTRATE SKILL IN HOSPITAL BED MAKING

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after procedures
Use proper body mechanics
Select appropriate linens
Arrange linens for placement on a bed
Place linens on chair beside the bed
Place linens on the bed in sequence — mattress pad, large sheet, draw sheet, large sheet, spread and pillow case
Remove and replace linens
Adjust bed before and after making bed
Tuck and tighten linens, miter corners of bedding and fan fold linens
Make bed one side at a time

COMPETENCY NO. 2 — TO DEMONSTRATE SKILL IN MONITORING VITAL SIGNS

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Hold thermometer by end opposite of mercury
Record information after making patient comfortable
Wash hands before and after procedures
Select appropriate equipment
Cleanse stethoscope tips
Shake the mercury in the thermometer down to 95° or less.
Pump bulb or sphygmomanometer cuff to obtain regular thumping sound rather than needle change for systolic reading; listen for change from loud to dull sound for the diastolic reading
Operate sphygmomanometer (1) closing valve tightly to inflate cuff until last sound is heard then inflate to 30mm higher, (2) slowly releasing valve to obtain systolic reading, (3) continuing to release air from valve to obtain diastolic reading, and (4) deflating instrument until dial returns to 0
Place oneself in position to read instruments
Take temperature, pulse and blood pressure

COMPETENCY NO. 3 — TO DEMONSTRATE SKILL IN GIVING A COMPLETE BED BATH

Provide for privacy, safety and comfort of the patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Adjust bed before and after giving bath
Support extremity at hand and elbow or knee and ankle
Keep exposure of patient to a minimum
Protect bedding from becoming damp
Change water frequently to maintain 110° water temperature
Cleanse all parts of the patient's body
Care for equipment after completing task

COMPETENCY NO. 4 — TO DEMONSTRATE SKILL IN PRE-OPERATIVE AND POST-OPERATIVE CARE

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after task
Use proper body mechanics
Check pre-operative orders
Verify completeness of pre-operative records (operative permit signed, lab tests completed, skin prep done, NPO, enemas and allergies)
Arrange environment conducive to sleep — head rest lowered, lights dimmed, window coverings adjusted and quiet
Patient positioned according to doctor's post-op orders

COMPETENCY NO. 5 — TO DEMONSTRATE SKILL IN PREPARING THE SKIN BY THOROUGH CLEANSING AND REMOVAL OF HAIR

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after task
Use proper body mechanics
Skin prepared
Skin held taut with free hand
Razor not lifted between strokes
Soap solution reapplied as necessary
Leg or wrist examined carefully for hair after shaving
Care for equipment after task

COMPETENCY NO. 6 — TO DEMONSTRATE SKILL IN PERFORMING STRICT ISOLATION TECHNIQUES

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after task
Use proper body mechanics
Select appropriate articles to set up an isolation unit
Handle contaminated linen and contaminated articles in correct manner
Serve and remove food
Put on and remove mask, gown and gloves using proper isolation techniques

COMPETENCY NO. 7 — TO DEMONSTRATE SKILL IN GIVING FOOD AND FLUIDS TO HELPLESS AND NON-HELPLESS PATIENTS

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after procedures
Prepare patient, patient's room and immediate area for nutrition
Verify completeness of diet
Encourage patient to void before eating
Position over-bed table
Serve prescribed foods and fluids to patient
Cleanse drinking tube/Breck feeder after task
Record information on proper form after making patient comfortable and cleansing area and equipment

COMPETENCY NO. 8 — TO DEMONSTRATE SKILL IN PLACING AND REMOVING BEDPAN

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate equipment
Use proper body mechanics
Offer the bedpan
Cleanse body area after use

COMPETENCY NO.9 — TO DEMONSTRATE SKILL IN PROVIDING POST MORTEM CARE

Wash hands before and after tasks
Select appropriate equipment
Provide post mortem care

COMPETENCY NO. 10 — TO DEMONSTRATE SKILL IN ASSISTING THE PATIENT WITH ORAL HYGIENE

Provide for privacy, safety and comfort of the patient
Explain procedure(s) to patient
Wash hands before and after tasks
Cleanse by working from back of mouth to front
Rinse equipment thoroughly at completion of procedure
Cleanse patient's mouth, tongue and teeth

COMPETENCY NO. 11 — TO DEMONSTRATE SKILL IN APPLYING BINDERS

Provide for privacy, safety and comfort of patient
Explain procedures to patient
Wash hands before and after tasks
Use proper body mechanics
Select appropriate equipment
Apply binders

COMPETENCY NO. 12 — TO DEMONSTRATE SKILL IN PERFORMING MEDICAL ASEPSIS

Provide for safe, clean and comfortable environment
Adjust water temperature and flow
Select appropriate articles for washing hands, cleaning unit and thermometer
Dispose of soiled linens and articles
Wash and dry unit in sequence — chair, pillow, one side of mattress, headrest, other side of mattress, foot of bed, bed frame, bedside table, over-bed table
Wash hands and clean unit and thermometer

COMPETE NCY NO. 13 — TO DEMONSTRATE SKILL IN POSITIONING A PATIENT

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Position the patient

COMPETENCY NO. 14 — TO DEMONSTRATE SKILL IN POSITIONING A PATIENT FOR SURGERY

Provide for privacy, safety and comfort of patient
Use proper body mechanics
Position for surgery

COMPETENCY NO. 15 — TO DEMONSTRATE SKILL IN ASSISTING PATIENT WITH AMBULATION

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Assist patient to dangle, get into or out of wheel chair and to walk

COMPETENCY NO. 16 — TO DEMONSTRATE SKILL IN MOVING PATIENT IN BED AND TO STRETCHER

Provide for privacy, safety and comfort of patient
Use proper body mechanics
Move patient to bed and stretcher

COMPETENCY NO. 17 — TO DEMONSTRATE SKILL IN ASSISTING WITH A PHYSICAL EXAM

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate articles for assisting with physical examination and draping

COMPETENCY NO. 18 — TO DEMONSTRATE SKILL IN COLLECTING SPECIMENS

Wash hands before and after tasks
Collect appropriate articles to collect urine specimen and feces specimen
Soiled equipment cleaned and put in proper place

COMPETENCY NO. 19 — TO DEMONSTRATE SKILL IN TESTING URINE FOR GLUCOSE AND ACETONE

Wash hands before and after tasks
Use clean voided specimens
Avoid touching tablets with fingers
Record results accurately

COMPETENCY NO. 20 — TO DEMONSTRATE SKILL IN GIVING A CLEANSING ENEMA TO A PATIENT

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate equipment
Allow enema solution to flow in under gentle pressure
Encourage patient to retain enema solution by flexing knees and breathing deeply
Encourage patient to retain enema solution for several minutes, if possible, before expelling
At completion of procedure, lower bed, wash patient's hands and allow to rest
Report and record results of enema

COMPETENCY NO. 21 — TO DEMONSTRATE SKILL IN IRRIGATING THE COLOSTOMY OF A PATIENT

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate equipment
Insert lubricated tip gently in rotating manner
Allow irrigating solution to flow under gentle pressure
Apply clean appliance
Care for equipment after task

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COMPETENCY NO. 22 — TO DEMONSTRATE SKILL IN MEASURING AND RECORDING A PATIENT'S DAILY INTAKE AND OUTPUT OF FLUIDS

Wash hands before and after meals
Select appropriate articles for measuring, computing and recording intake and output

COMPETENCY NO. 23 — TO DEMONSTRATE SKILL IN APPLYING AN ELASTIC BANDAGE AND A PAIR OF ELASTIC STOCKINGS

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate size of stocking for the appropriate leg

COMPETENCY NO. 24 — TO DEMONSTRATE SKILL IN APPLYING HEAT AND COLD SAFELY

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after task
Apply heat and cold applications checking temperature against own skin
Inspect skin every five minutes and remove application at specified time
Check to see if special permission slip must be signed before appliation of heat or cold application

COMPETENCY NO. 25 — TO DEMONSTRATE SKILL IN PREPARING AND UTILIZING STERILE SUPPLIES

Wash hands before and after tasks
Select appropriate equipment and supplies for performing surgical asepsis

COMPETENCY NO. 26 — TO DEMONSTRATE SKILL IN PERFORMING A SURGICAL HANDSCRUB

All jewelry removed from hands prior to procedure
Arms and hands should not come in contact with anything except sterile scrub brush, water and towel during procedure

COMPETENCY NO. 27 — TO DEMONSTRATE SKILL IN ADMITTING, TRANSFERRING AND DISMISSING A PATIENT

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Select appropriate articles to complete task for admission, care of valuables, transfer and dismissal of patient

COMPETENCY NO. 28 — TO DEMONSTRATE SKILL IN PROVIDING PERINEAL CARE

Provide for privacy, safety and comfort of the patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Select appropriate equipment
Provide perineal care
Care for equipment after task

COMPETENCY NO. 29 — TO DEMONSTRATE SKILL IN GIVING CATHETER CARE

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Select appropriate equipment
Give catheter care
Care for equipment after task

COMPETENCY NO. 30 — TO DEMONSTRATE SKILL IN APPLYING MECHANICAL RESTRAINTS TO A PATEINT

Provide for safety, privacy and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Select appropriate equipment
Apply mechanical restraints
Check patient frequently for impaired circulation or skin irritation

COMPETENCY NO. 31 — TO DEMONSTRATE SKILL IN APPLYING CARDIOPULMONARY RESUSCITATION (CPR — BASIC LIFE SUPPORT)

Apply Cardiopulmonary Resuscitation Techniques (CPR)

COMPETENCY NO. 32 — TO DEMONSTRATE SKILL IN ADMINISTERING FIRST AID

Provide for privacy, safety and comfort of the patient
Demonstrate correct first aid skills
Use proper body mechanics

COMPETENCY NO. 33 — TO DEMONSTRATE SKILL IN SANITIZING A DENTAL TREATMENT ROOM

Wash hands prior to getting gauze sponge, after sanitizing with gauze sponge, if sponge drops on floor, or if hands become contaminated for any reason.

COMPETENCY NO. 34 — TO DEMONSTRATE SKILL IN CLEANING THE MOUTH

Provide for privacy, safety and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics
Select appropriate equipment
Thoroughly cleanse the mouth
Care for equipment after task

COMPETENCY NO. 35 — TO DEMONSTRATE ASSISTING A PATIENT TO DEVELOP SELF-HELP SURVIVAL SKILLS

Plan a budget
Select nutritional meals
Identify sources of transportation and interpret schedules
Participate in an interview
Identify personal hygiene skills
Select clothing for summer and winter wear

COMPETENCY NO. 36 — TO DEMONSTRATE ABILITY TO USE COMMUNICATION SKILLS TO INCREASE INTERPERSONAL COMMUNICATION

Provide for privacy, safety and comfort of patient

COMPETENCY NO. 37 — TO DEMONSTRATE SKILL IN DOING RANGE OF MOTION EXERCISES

Provide for privacy, safety, and comfort of patient
Explain procedure(s) to patient
Wash hands before and after tasks
Use proper body mechanics

COMPETENCY NO. 38 — TO DEMONSTRATE SKILL IN WRAPPING FOR ASEPTIC PRESENTATION

Wrap surgical supplies using envelope wrap
Wrap surgical supplies using flat wrap
Wash hands before and after task

COMPETENCY NO. 39 — TO DEMONSTRATE SKILL IN CLEANING A STORAGE AREA FOR STERILE SUPPLIES

Clean storage area for sterile supplies
Replace sterile supplies
Wash hands before and after task

COMPETENCY NO. 40 — TO DEMONSTRATE SKILL IN ASSEMBLING A BASIC SURGICAL TRAY

Assemble basic surgical tray
Wash hands before and after task

COMPETENCY NO. 41 — TO DEMONSTRATE SKILL IN INSPECTING AND FOLDING SURGICAL LINEN

Inspect and fold surgical linen
Mark unacceptable linen
Wash hands before and after task

COMPETENCY NO. 42 — TO DEMONSTRATE SKILL IN CHECKING INVENTORY CONTROL AND RECORDING CHARGES

Remove and dispense items from inventory
Record charges on appropriate inventory cards
Check perpetual inventory count with actual physical inventory
Wash hands before and after task

COMPETENCY NO. 43 — TO DEMONSTRATE SKILL IN CLEANING HARD FLOORS AND TRASH RECEPTACLE IN FOOD SERVICE AREA

Mix detergent according to manufacturer's directions
Dust and mop floor
Wash hands before and after task
Inspect work
Assemble, disassemble, and care for equipment
Return equipment to designated storage area
Post "Wet Floor" sign

COMPETENCY NO. 44 — TO DEMONSTRATE SKILL IN OPERATING A DISH MACHINE

Wash hands before and after task
Scrape and rack dishes and flatware
Operate dishwasher
Clean equipment
Inspect work

COMPETENCY NO. 45 — TO DEMONSTRATE SKILL IN SERVING FOOD ON A PATIENT TRAY LINE

Wash hands before and after task
Set up hot and cold mobile carts
Select foods and condiment packages
Prepare food trays and place on delivery cart
Disassemble hot and cold food carts

COMPETENCY NO. 46 — TO DEMONSTRATE SKILL IN CLEANING HARD SURFACES (FLOOR, WINDOW, FURNITURE, BATHROOM AND WALLS)

Prepare solutions according to manufacturer's directions.
Dust, scrub, and buff a floor
Inspect work
Wash hands before and after task
Wash and dry window
Clean vinyl covering and care for wood framing of chair
Clean bathroom toilet bowl, mirror, sink, chrome surfaces, soap dispenser, and waste receptacle
Clean walls
Assemble, disassemble, operate, and care for equipment
Return equipment to designated storage area
Post "Wet Floor" sign

COMPETENCY NO. 47 — TO DEMONSTRATE SKILL IN CLEANING SOFT SURFACES (CARPET, DRAPES, AND UPHOLSTERED FURNITURE)

Move furniture if necessary
Wash hands before and after task
Inspect work
Vacuum carpet, drapes, and upholstered furniture
Assemble, disassemble, operate and care for equipment
Return equipment to designated storage area

COMPETENCY NO. 48 — TO DEMONSTRATE SKILL IN OPERATING A TYPEWRITER WITH EMPLOYABLE SPEED AND ACCURACY

Operate typewriter (manual or electric)
Proofread typewritten copy
Use addition
Use subtraction
Use division

COMPETENCY NO. 49 — TO DEMONSTRATE SKILL IN TYPING PRODUCTION MATERIALS FOR THE OFFICE

Operate typewriter (manual or electric)
Compose and type a title page
Proofread typewritten copy
Type addresses on envelopes and/or cards
Correct carbon copies
Correct original copies
Compose and type interoffice memorandums
Type preprinted forms including invoice, purchase order, credit memo, check, mailing label and telephone message
Type carbon copies
Compose and/or type letters that may contain attention line, mailing notation, and enclosure notation
Type statistical material
Type from unarranged copy
Type correspondence, memos, and reports from rough drafts
Type final copy from rough-draft copy
Use reference materials
Type from handwritten copy
Use addition
Use subtraction
Use multiplication
Use decimals

COMPETENCY NO. 50 — TO DEMONSTRATE SKILL IN OPERATING A TEN-KEY ADDING MACHINE WITH EMPLOYABLE SPEED AND ACCURACY

Operate 10-key adding machine
Use addition

COMPETENCY NO. 51 — TO DEMONSTRATE SKILL IN OPERATING A TEN-KEY CALCULATOR WITH EMPLOYABLE SPEED AND ACCURACY

Operate calculators
Compute interest
Compute discounts
Compute service charges
Compute invoice extensions
Use addition
Use subtraction
Use multiplication
Use division
Use decimals
Convert fractions to decimals
Compute percentage problems
Check bills and/or invoices (verify extensions, etc.)
Compute sales taxes

COMPETENCY NO. 52 — TO DEMONSTRATE SKILL IN OPERATING TRANSCRIPTION EQUIPMENT WITH EMPLOYABLE SPEED AND ACCURACY

Operate typewriter (manual or electric)
Type addresses on envelopes
Proofread typewritten copy
Type carbon copies
Type letters
Correct carbon copies
Correct original copies
Transcribe machine-recorded dictation of letters and attachments
Use reference materials
Use technical manuals
Operate transcription equipment
Use addition
Use subtraction
Use division
Punctuate letters

COMPETENCY NO. 53 — TO DEMONSTRATE SKILL IN HANDLING, SORTING, AND DISTRIBUTING MAIL

Use U.S. ZIP Code Directory
Change dates on rubber stamps or time stamp machine daily
Identify mailing process terms
Identify postal service terms
Inspect material received for completeness, damages, etc.
Route shipments of materials (within office, between departments, etc.)
Use U.S. Postal Manual (postage rates, types of mail)
Weigh items and calculate postal rates
Classify outgoing mail
Assign zip codes to outgoing mail
Use special mail services
Open incoming mail
Sort mail (for different persons and/or in priority order)
Read incoming mail
Use addition
Make notes on incoming mail which employer should see
Stamp incoming mail as to date

COMPETENCY NO. 54 — TO DEMONSTRATE SKILL IN PERFORMING RECORDKEEPING ACTIVITIES

Use payroll deduction tables
Check money orders, checks, etc., as to amounts, dates, signatures, etc.
Operate small office equipment (stapler, postage meter, postage scale, etc.)
Operate 10-key adding machine
Operate calculators
Compute payroll
Use addition
Use subtraction
Use multiplication
Use decimals
Use fractions
Convert fractions to decimals
Keep books and/or ledgers for any purpose

COMPETENCY NO. 54 — Continued

Make journal entries (any type of journal)
Prepare deposit slips
Write checks
Reconcile bank statement
Record petty cash transaction
Compute inventory extensions and total
Post journal entries to ledgers
Prepare work sheet

COMPETENCY NO. 55 — TO DEMONSTRATE SKILL IN PREPARING, FILING AND RETRIEVING OFFICE RECORDS

Code, index and sort materials for filing
File materials by name of person or firm (alphabetical)
File materials by subject
File materials by number
File materials in chronological order
Handle cross references
Establish or maintain files

COMPETENCY NO. 56 — TO DEMONSTRATE SKILL IN PERFORMING THE FOLLOWING INCIDENTAL OFFICE TASKS

A. SECURING INFORMATION
Use dictionary
Look up names and addresses
Use city directory
Use secretarial handbook
Use telephone directory

B. FOLLOWING AND GIVING INSTRUCTIONS
Manage office and supervise other employees
Give directions for work to be done
Demonstrate equipment and procedures

C. MACHINE MAINTENANCE
Clean the type on a typewriter
Change a typewriter ribbon
Change a 10-key or printing calculator ribbon
Change a business machine tape
Use technical manuals
Demonstrate equipment and procedures

D. RESERVATIONS AND ITINERARIES
Operate typewriter (manual or electric)
Proofread typewritten copy
Correct original copies
Type carbon copies
Correct carbon copies
Type and/or rule tabular material (tables, columns, rows of figures)
Type letters
Type statistical material
Type copy from unarranged copy
Type correspondence, memos, and reports from rough drafts
Type final copy from rough-draft copy
Use dictionary
Remind employers of engagements, dates, things to do, etc.

COMPETENCY NO. 56 — Continued

Compose business reports of any kind
Make engagements and appointments for employer
compose all types of written correspondence
Make travel reservations
Gather data for reports
Implement employer's directives
Prepare drafts of correspondence, directives, or reports
Punctuate articles, manuscripts, etc.
Prepare and type itinerary or schedule for employer's trips

E. RECORDING APPOINTMENTS

Compare copy (one copy with another copy)
Maintain appointment calendar

F. DECISION MAKING

Proofread typewritten copy
Use dictionary
Use telephone directory
Place outgoing telephone calls
Give information in response to verbal inquiries
Maintain proper records of telephone communication
Place long distance calls
Maintain and foster a good company image
Use addition
Use subtraction
Use multiplication
Use division
Use decimals
Implement employer's directives
Punctuate articles, manuscripts, etc.
Extend invitations
Edit and review correspondence and reports
Edit manuscripts

G. MANAGING SUPPLIES (INVENTORY AND ORDERING)

Operate typewriter (manual or electric)
Proofread typewritten copy
Correct carbon copies
Correct original copies
Type preprinted forms
Type carbon copies
Type and/or rule tabular material (tables, columns, rows of figures)
Type statistical material
Check on supplies (for reordering purposes)
Type requisitions
Order supplies of various kinds for the office (from suppliers or central supply department)
Select equipment and supplies to be ordered

COMPETENCY NO. 57 — TO DEMONSTRATE SKILL IN HANDLING ORAL COMMUNICATIONS IN THE OFFICE

Manage office and supervise other employees
Give information in response to verbal inquiries
Carry out written or oral orders of instructions of superiors
Give directions for work to be done
Handle incoming telephone calls
Implement employer's directives

COMPETENCY NO. 58 — TO DEMONSTRATE SKILL IN GAINING PROFICIENCY IN APPLYING FOR A JOB

Operate typewriter (manual or electric)
Type addresses on envelopes and/or cards
Proofread typewritten copy
Correct original copies
Type manuscripts and/or reports (formal and informal)
Compose copy at the typewriter
Type letters
Use dictionary
Look up names and addresses
Use secretarial handbook
Gather data to fill out questionnaires
Use telephone directory
Give information in response to verbal inquiries
Compose business reports of any kind
Compose all types of written correspondence
Use a thesaurus
Use neat legible handwriting
Use addition
Use subtraction
Use division
Present neat personal appearance
Show courtesy and sincerity
Show confidence and initiative
Show involvement in applying for a job
Open and terminate interview

COMPETENCY NO. 59 — TO DEMONSTRATE SKILL IN DETERMINING APPROPRIATE SOLUTIONS TO INTERACTION SITUATIONS IN THE OFFICE

Plan work and decide on priority of work for one's self
Coordinate with other personnel on various matters for employer
Counteract false reports which spread in organizations
Notify and remind employees of immediately pending meeting
Screen visitors or people who want to see your employer
Hear and answer customer complaints
Make employer and client introductions
Arrange reception room and serve coffee or refreshments to employer
Greet callers
Plan for and distribute work among other employees and follow up on unfinished work
Manage office and supervise other employees
Give information in response to verbal inquiries
Carry out written or oral instructions provided by the supervisor
Give directions for work to be done
Make recommendations for improvements in office procedures, routines, etc.
Instruct new employees (work procedures, job orientation, etc.)
Handle incoming telephone calls
Make engagements and appointments for employer
Maintain and foster a good company image
Remind employer of engagements, dates, things to do, etc.

Glossary

Items included are subject to different interpretations. These definitions are applicable for use in context of this material.

Body Mechanics

1. Low center of gravity maintained for stable balance.
2. Broad base of support maintained for stability.
3. Line of gravity passed through and near the center of the base for more stability.
4. Feet placed apart and pivoted to turn to provide a wide base of support, better balance, and stability.
5. Heavy objects pushed, pulled, slid or rolled rather than lifted.
6. Weight or work held as close to the body as possible and at waist level.
7. Weight of body used as a force for pulling or pushing objects by rocking on feet or leaning forward or backward.
8. Body segments of both patient and worker properly aligned to reduce strain and fatigue.
9. Heavy objects moved on smooth surfaces.
10. Longest, strongest muscles of arms and legs used to help provide power needed for strenuous activities.
11. Proper sitting, walking and stooping habits maintained to reduce fatigue, body jar, and muscle strain and to provide proper body circulation.
12. Positions and type of activity changed to maintain muscle tone and to lessen fatigue.
13. Knees flexed with weight on internal girth close to object to be lifted; legs straightened as object lifted.
14. Balance maintained when reaching above head by standing close to area to be reached; back kept in a straight line with feet slightly apart.
15. Squat position maintained when working close to floor; back kept straight; knees and hips flexed.
16. Jerky movements and twisting avoided. Movements of persons working together simultaneously.
17. Body of patient or heavy object moved in sections, rather than as a whole.
18. Mechanical devices used in lifting and turning heavy or helpless patients.
19. Weight distributed evenly when carrying heavy objects.
20. Patient encouraged to help himself or herself as much as possible.
21. Bed raised to waist level of student and erect posture maintained by student except when working at lower level.
22. Patient brought six to nine inches to near side of bed while student performing task.
23. Limbs of patient protected close to their sides and head protected by pillow when patient being moved.
24. Patient turned by bringing far arm and leg over to near side of patient as student turns patient toward self.
25. Patient who becomes faint is eased to floor by student allowing patient to slide down student's hip and leg as student assumes a kneeling position.

Breck Feeder

Asepto syringe with soft tip

Chest Roll

Bath blanket folded lengthwise and in fourths, placed crosswise on bed and under patient's chest; each end rolled tightly under and toward the patient's chest until blanket fits snugly against patient.

Flex

Bend hinged joint to bring extremities closer to the trunk of the body. Slight flex is 20 to 30 degrees and sharp flex is more than 45 degrees.

Fowlers

Low Fowlers — head of bed elevated 15 degrees
Mid-Fowlers — head of bead elevated 45 degrees
High-Fowlers — head of bed elevated 90 degrees

Gusset

Triangular piece inserted at top of stocking

Hip Roll

Bath blanket folded lengthwise and in fourths, placed crosswise on bed and under patient's hips; each end rolled tightly under and toward the patient's hips until blanket fits snugly against patient.

Lift Sheet

Draw sheet

Mitered

Forty-five degree angle

Padded Tongue Blade

4" × 4" dressing folded, wrapped and secured around tongue blade.

Patient

Student or mannequin may be used

Patient Unit

Sink and running water, furniture and equipment necessary to care for patient. This includes bed, bedside stand (containing bedpan/urinal and covers, wash basin, wash cloth, face towel, bath towel, lotion, emesis basin, soap, thermometer, thermometer holder, glass), over-the-bed table, chair, and linen (mattress, mattress pad, pillow, pillow case, two large sheets, one draw sheet, one spread, one bath blanket) for an occupied bed.

Record

Written communication on such as patient chart or special form provided by health care agency.

Report

Oral communication to immediate supervisor.

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Safety

1. Bed cranks replaced under bed frame, bed wheels turned inward and footstools placed out of way.
2. Bed lowered prior to assisting patient out of bed.
3. Side rails of bed raised for all children and confused, combative, sedated or unconscious adults. Psychiatric or combative patients may need special security to protect themselves and other patients or personnel.
4. Patient directed by student to use hand rails in bathroom; rubber bath mats placed in tub.
5. Wheel chair pushed from behind and stretcher from head except when going in and out of elevators or down ramps; move at a slow pace.
6. Safety straps fastened securely at waist in wheel chair and over arms held at side and legs on stretcher; clothing and covers kept off floor.
7. Brake locked on parked wheel chair or stretcher. Patient attended until person in charge notified. Wheel chair parked in safe place where it will not interfere with traffic.
8. "No Smoking" sign placed on door during oxygen therapy and/or on cylinder or piped-in unit. Only manual equipment used at bedside; radio and electric razors removed. Cotton material used for clothing and bed linens. No lighting of ritual candles at bedside. Oils and grease must not come into contact with oxygen equipment. Alcohol, oil or lotion not used to give skin care on patient receiving oxygen.
9. "Wet Floor" or "Caution" sign placed when mopping floors: spills (liquid, powder, etc.), cleaned immediately. Floors not over waxed. Scatter rugs not used.
10. Equipment immediately put away when not in use, soiled linen checked for pins and tears and electrical cords checked for worn and frayed areas. Knives stored properly and discarded razor blades or knife blades disposed of properly. Burned out light bulbs replaced promptly.
11. All medications labeled, capped and kept in safe place.
12. Doors opened completely and slowly, and shut tightly; drawers closed.
13. Large patients or large objects lifted with help. Heavy awkward cleaning equipment wheeled not carried.
14. Proper isolation techniques used as described in "Isolation Techniques Publication," U.S. Department of Health, Education, and Welfare, Current Edition.
15. In case of fires and/or disasters, procedure of institution followed. Alarm pulled, switchboard operator notified of location, doors closed and fires controlled with fire extinguisher.
16. Patient identified prior to any procedure.
17. Safety ladder used to reach items on high shelf.
18. Unsafe conditions or equipment reported to nurse in charge.
19. Skin observed during applications of cold or heat every five to ten minutes and more frequently on patients who are medically indicated. Do not leave heat/cold application on patient longer than thirty minutes.
20. Potentially hazardous objects picked up from floor.
21. Area of heat/cold applications carefully checked before and after treatment for previous burns, scars, open areas, etc. Heat/cold not applied over areas of anesthesia, decreased circulation, open wounds or scars.

22. Incident report completed and filed following any acident or negligent activity.

23. Doors to radiographic room closed during "x-ray on" time.

24. All personnel remain behind protective barrier during exposure.

25. If a patient must be assisted during an exposure, personnel wear protective apron and gloves and are not to stand in direct line with the radiation. Gonads, blood forming organs and skin should particularly be protected on both patient and personnel.

26. Limited time spent in the hospital room of the patient with a radium implant. Exposure limited to patient during x-ray procedures; retakes avoided by obtaining correct picture the first time.

27. Film badges worn by all x-ray personnel to monitor amount of radiation being received.

28. Dental films never held in patient's mouth by dental personnel.

29. Dental instruments passed with handles first and working point away from receiver.

30. Proper dental instrument used for assigned task. Read instructions on how to work pieces of equipment prior to use.

31. Broken glassware or stretched or cracked tubing avoided.

32. Patient specimens handled as though contaminated. Prescribed procedures carefully followed in handling contaminated materials.

33. Tubing short, intact and securely fastened when using a Bunsen burner in medical laboratory. The flame clean and blue.

34. In medical laboratory, mouth never used to suction strong acids or bases. Pipettes plugged with cotton when pipetting live cultures.

35. Location and how to use the safety shower in medical laboratory known. Healthy awareness of chemicals and test material dangers known.

36. All electrical equipment checked before using. Hands covered before reaching into trash cans.

Sanitize

Cleaning step prior to disinfection or sterilization

Securely

Finger width between restraint and patient.

Smoothly

Without wrinkles

Stable

Subsequent readings remain constant

Subsulcular

Brush teeth above and below gums in a gently circular motion

Terminally Disinfected

Appropriate disinfection, proper disposal and/or sterilization of all materials that have come in contact with the patient, to include furniture, equipment, and supplies.

Towelette

Packaged moistened cloth

Trochanter Roll

Bath blanket folded lengthwise and in fourths, placed crosswise on bed and under patient's hips; each end rolled tightly under and toward the patient's hips until blanket fits snugly against patient.

Wipe

Dry tissue or wet with water or alcohol.

Individual Student Record

A complete and accurate record may be used by students for job applications and for planning post-secondary education. For reference purposes, photocopies of individual student records may be given to the student. Original copies of all records should remain in the Student Services Department of the school.

HEALTH OCCUPATIONS

School Stamp

Name of Student

This is to certify that the above named student has demonstrated proficienty in the following tasks:

Comp	Task	Date Completed	Instructor
1	Making a hospital bed		
2	Monitoring vital signs		
3	Giving a complete bed bath		
4	Providing pre-operative and post-operative care		
5	Preparing the skin by thorough cleansing and removal of hair		
6	Performing strict isolation techniques		
7	Giving food and fluids to helpless and non-helpless patients		
8	Placing and removing bedpan		
9	Providing post mortem care		
10	Assisting the patient with oral hygiene		
11	Applying binders		
12	Performing medical asepsis		
13	Positioning a patient		
14	Positioning a patient for surgery		
15	Assisting patient with ambulation		
16	Moving patient in bed and to stretcher		
17	Assisting with a physical exam		
18	Collecting specimens		

Comp	Task	Date Completed	Instructor
19	Testing urine for glucose and acetone		
20	Giving a cleansing enema to a patient		
21	Irrigating the colostomy of a patient		
22	Measuring and recording a patient's daily intake and output of fluids		
23	Applying an elastic bandage and a pair of elastic stockings		
24	Applying heat and cold safely		
25	Preparing and utilizing sterile supplies		
26	Performing a surgical handscrub		
27	Admitting, transferring and dismissing a patient		
28	Providing perineal care		
29	Giving catheter care		
30	Applying mechanical restraints to a patient		
31	Applying CPR (Basic Life Support)		
32	Administering first aid		
33	Sanitizing a dental treatment room		
34	Cleaning the mouth		
35	Assisting a patient to develop self-help survival skills		

Comp	Task	Date Completed	Instructor
36	Using communication skills to increase interpersonal communication		
37	Doing range of motion exercises		
38	Wrapping for aseptic presentation		
39	Cleaning a storage area for sterile supplies		
40	Assembling a basic surgical tray		
41	Inspecting and folding surgical linen		
42	Checking inventory control and recording charges		
43	Cleaning hard floors and trash receptacle in food service area		
44	Operating a dish machine		
45	Serving food on a patient tray line		
46	Cleaning hard surfaces (floor, window, furniture, bathroom and walls)		
47	Cleaning soft surfaces (carpet, drapes and upholstered furniture)		
48	Operate a typewriter with employable speed and accuracy		
49	Type production materials for the office		

Comp	Task	Date Completed	Instructor
50	Operate a ten-key adding machine with employable speed and accuracy		
51	Operate a ten-key calculator with employable speed and accuracy		
52	Operate transcription equipment with employable speed and accuracy		
53	Handling, sorting and distributing mail		
54	Perform recordkeeping activities		
55	Preparing, filing and retrieving office records		
56	Performing incidental office tasks		
57	Handling oral communications in the office		
58	Gaining proficiency in applying for a job		
59	Determining appropriate solutions to interaction situations in the office		

School Official Signature

Student Signature

Class Competency Record

It is important that complete and accurate competency records be maintained for all students. Teachers, administrators, students and people in business and industry may benefit from this information.

HEALTH OCCUPATIONS
STUDENT RECORD CLASS ROSTER

		Making a hospital bed	Monitoring vital signs	Giving a complete bed bath	Providing pre-operative and post-operative care	Preparing the skin by thorough cleansing and removal of hair	Performing strict isolation techniques	Giving food and fluids to helpless and non-helpless patients	Placing and removing bedpan	Providing post mortem care	Assisting the patient with oral hygiene	Applying binders	Performing medical asepsis	Positioning a patient	Positioning a patient for surgery	Assisting patient with ambulation	Moving patient in bed and to stretcher	Assisting with a physical exam	Collecting specimens	Testing urine for glucose and acetone	Giving a cleansing enema to a patient	Irrigating the colostomy of a patient	Measuring and recording a patient's daily intake and output of fluids	Applying an elastic bandage and a pair of elastic stockings	Applying heat and cold safely	Preparing and utilizing sterile supplies	Performing a surgical handscrub	Admitting, transferring and dismissing a patient	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
100																													

								101	28	Providing perineal care
									29	Giving catheter care
									30	Applying mechanical restraints to a patient
									31	Applying CPR (Basic Life Support)
									32	Administering first aid
									33	Sanitizing a dental treatment room
									34	Cleaning the mouth
									35	Assisting a patient to develop self-help survival skills
									36	Use communication skills to increase interpersonal communication
									37	Doing range of motion exercises
									38	Wrapping for aseptic presentation
									39	Cleaning storage area for sterile supplies
									40	Assembling a basic surgical tray
									41	Inspecting and folding surgical linen
									42	Checking inventory control and recording charges
									43	Cleaning hard floors and trash receptacle in food service area
									44	Operating a dish machine
									45	Serving food on a patient tray line
									4	Cleaning hard surfaces (floor, window, furniture, bathroom, and walls)
									47	Cleaning soft surfaces (carpet, drapes and upholstered furniture)
									48	Operating a typewriter with employable speed and accuracy
									49	Typing production materials for the office
									50	Operate a ten-key adding machine with employable speed and accuracy
									51	Operate a ten-key calculator with employable speed and accuracy
									52	Operate transcription equipment with employable speed and accuracy
									53	Handling, sorting and distributing mail
									54	Performing recordkeeping activities

HEALTH OCCUPATIONS
STUDENT RECORD CLASS ROSTER

102	55	56	57	58	59	
	Preparing, filing and retrieving office records	Performing the following incidental office tasks	Handling oral communications in the office	Gaining proficiency in applying for a job	Determining appropriate solutions to interaction situations in the office	